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Christian Service Series

EDITED BY

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MODERN CHRISTIAN CALLINGS

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BIBLICAL TEACHING IN SCHOOL AND COLLEGE
BY
IRVING WOOD

EXECUTIVES FOR CHRISTIAN ENTERPRISES
BY
DWIGHT H. DAY

OPPORTUNITIES FOR SOCIAL WORK
BY
WILLIAM BACON BAILEY

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PREFACE

This book, as the title page indicates, aims to acquaint the reader with the nature and opportunities of certain leading Christian Callings and the personal and educational qualifications necessary for success in them. The work of these professions is so important for the individual and for society, and the demand for specially trained men is so great, that it is hoped a book of this kind will prove helpful to young men contemplating some form of such service as a life work, as well as to the organizations that represent these Callings in their efforts to secure recruits. The book is designed primarily for use among college men.

E. Hershey Sneath.

Yale University, February 22, 1922.

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PART I

BIBLICAL TEACHING IN SCHOOL AND COLLEGE

By

Irving F. Wood

MODERN CHRISTIAN CALLINGS

BIBLICAL TEACHING IN SCHOOL AND COLLEGE

IN numbers Bible teaching is one of the smaller professions. At present probably not more than six hundred positions are held by Bible teachers, both men and women, in the United States; not a thousand among the English-speaking people in the world. The positions will increase in numbers, but probably not rapidly nor extensively. The profession might easily be overcrowded, but it is not likely to be, because a thorough preparation for it is a task of labor and patience, and the work is not one to attract those who "seek great things for themselves." The fact that the field is so small leads most people away from it. Up to the present time there has been a shortage of adequately prepared teachers, and each year sees a few positions open which are difficult to fill satisfactorily.

I. The Field of Biblical Teaching

There is a certain limited field in the better private schools. Many schools teach the Bible, and more would if they could find properly prepared teachers. The pressure upon the teaching time of the schools is great. Subjects clamor for admission. College preparation controls the courses of those students who are going to college. But many head masters feel that some knowledge of the Bible

is an essential part of the equipment of an educated person, whether college bred or not. Some church schools also require the subject. In 1919 a Preliminary Report of a Committee on the Definition of a Unit of Bible Study for Secondary Schools [1] was published, setting forth a standard course in Bible which might be used as a unit of College entrance. The faculties of over two hundred colleges had already by the spring of 1921 voted to accept among the optional subjects for entrance one unit of work in Bible, if done under prepared teachers and with a thoroughness equal to the work of other subjects offered for College entrance. Boards of Admission of Colleges will not be lenient in the requirements of this subject, for many members of faculties, whose only idea of Bible study is derived from the memories of the shallowness and inefficiency of the "Sunday school work" of their childhood, look with great suspicion on this as an entrance subject. That, however, will only make the demand for properly qualified teachers more urgent. No school that intends to offer its Bible work for college entrance can afford, for the sake of its general scholastic reputation, to have that work poorly done. If it is given into the hands of whatever teacher happens to have a little less crowded schedule than others, without regard to preparation or special knowledge, the school may expect to have its work declined.

Few schools can afford to provide a teacher for Bible alone. Generally a teacher of Bible in the schools must be prepared to do some other work also. One change we may expect in the future. In the past the Bible has been taught by some one whose main work was Latin or Mathematics or some other subject. In the future we may expect that there will be a call for teachers whose main work is Bible, but who will also be competent to teach other subjects.

[1] See Religious Education, December, 1919 (Vol. XIV), p. 389ff.

It is in the College field that the greatest demand for teachers of Bible exists, and is likely to exist for an indefinite time in the future. Here there is no question of combination of the Bible with other work. The self-respecting college desires its teachers of the Bible to be as exclusively devoted to their subject as are the teachers of any other department. It is recognized in all college circles that the demands for preparation and for keeping abreast of the progress of scholarship in this subject are as exacting as in any other.

Over three hundred colleges in the United States offer a certain amount of Bible work. Approximately one third of these utilize the entire time of a teacher in Bible, and in the rest Bible work is done by a teacher who gives a certain proportion of his time to other teaching. The combination of Bible with other subjects, however, is not considered desirable, and is usually only regarded as a temporary expedient, to be changed as soon as conditions will permit.

A movement which is likely to increase is that of Junior Colleges. In some states, as Missouri, there is a definite relation between the Junior Colleges and the State University. Some cities are adding to their high schools local Junior Colleges, and more are likely to follow the plan. These Junior Colleges give the first two years of college work, or, in the case of some local city colleges, only the first year. The reason for their organization is that many students who would be glad to take college work find themselves unable to do so at the close of their high school course. Such students may obtain at a local Junior College at least a part of a college course, and often may be able to proceed to a standard college for the later years. In some parts of the country ambitious secondary schools on the one hand and so-called colleges which have never been able to gain a proper collegiate equipment on the other, have been able to offer respectable work as Junior Colleges. The movement has an interest-

ing future with many problems. If handled wisely, it may be an important factor in the educational system.

Work in Junior Colleges is specially worthy of consideration for two reasons. One is that it is liable to be overshadowed in the minds of prospective teachers by the greater prestige and glamour of the standard colleges. The danger is that Junior Colleges will have to content themselves with the left-overs from the candidates for college teaching. This ought not to be so. This field is in some respects as important as that of the standard college. The teacher will have, in general, more influence upon his pupils, and will be more closely in touch with the communities from which they come. His opportunity for definitely molding life will often be greater than it would be if he found his work in a large standard college with many other teachers and with all the diversions of college life.

The second reason for its special consideration is the chance it offers to the person of initiation and large vision to perform a distinctive service for the future. Here is a field where, amid the rapidly settling forms of our civilization, definite pioneer work may still be done. The possible field for Junior Colleges is large. Cities with ambitious educational departments are very likely to desire their own Junior Colleges. In the larger cities, some of these will develop into local city-supported standard colleges. To help mold their policies and ideals and to influence the whole movement of which they are a part, will be a work not insignificant or unimportant. Where these Junior Colleges are tax-supported, as in the city schools, the problem of moral and religious teaching will be of great importance. It is as yet wholly unsolved. It is certain to arise, and tact, wisdom and patience will be needed in its solution. Here is a great opportunity for educational and Christian statesmanship.

The State Universities offer a different but kindred group of problems which are still for the most part await-

ing solution. How shall the religious needs of their large body of students be met? That it will be met we may assume. Religion as a factor in all worthy education is being recognized as it has not been before.

There are two phases of the problem. One is what may be called the pastoral side; how to keep the students in touch with the church and its religious influence. The other is the teaching side; how to introduce the study of the Bible and of religion to the scholarly consciousness of the students. This is the teacher's problem. Its difficulty lies in the necessity of avoiding the charge of sectarianism in state supported schools. The non-sectarian character of public education in a democracy is right and must be carefully guarded. None should be more careful to guard it than those who profess to be working for religious education. Those who laud ethics must not be unethical.

At present the teaching problem is met in two ways. In some states schools of religion are formed whose courses are recognized by the university and, under certain reasonable conditions, are credited toward degrees. The conditions and standards for the accrediting of such courses in connection with the University of Illinois were published in *Religious Education,* April, 1920. Among the specifications is, that the teachers in these schools shall have a Ph.D. from a university of recognized standing, or an equivalent education acceptable to the University. Teachers in such affiliated schools will need to be thoroughly equipped and to possess more than the usual measure of ability and personality; but the rewards in service to the state and in construction of character will be proportionally great.

In other states courses in the Bible and the history of religion and kindred subjects are introduced, sometimes in connection with chairs of ancient history or Semitics. This plan gives the teacher the technical advantage of working directly under the university, but he must be careful not to arouse sectarian jealousies. He will need also

to keep his aim of religious idealism very clearly defined, or he will find himself working only on the level of intellectual effort. For the right man with the right ideals state university teaching offers a field of great usefulness.

The positions in state universities are at present very few in number. They will never be numerous. Another field, also limited, is the teaching in professional schools of theology. Here technical scholars are needed in Semitic languages and Biblical and Patristic Greek. The older tradition that all theological students must be able to read the Bible in Hebrew is passing; some think it a pity. But certainly it is to be hoped that there will always be a group of students of theology who will only be satisfied with thorough Biblical scholarship. They ought to realize that they cannot be thorough students of the Bible without Greek and Hebrew.

As the pressure of a wider range of studies takes from the time formerly given to Greek and Hebrew it becomes all the more necessary that the study of the Bible offered to theological students should be given by teachers of the widest and most thorough Biblical scholarship, combined with a clear insight into modern life. Religious leaders must, if Christianity is to keep its power, go out from the schools of theology with the ability to make clear to the church and the world the connection between the principles of Biblical religion and the needs of the world to-day. Their teachers must help them to see this connection.

II. The Differentiation of Biblical Teaching

The needs of the secondary school differ from those of the college and these from the needs of the professional school; and to each the teaching of the Bible must be adapted. In the secondary school must be given some elementary knowledge of the great facts of Hebrew his-

tory; a familiarity with the more important stories of the Bible; an appreciation of its great characters, including that of Christ; and the principles of Biblical religion and ethics in their application to the life of to-day. This can be summed up thus: A reasonable familiarity with (a) the contents of the Biblical story, (b) the elements of Biblical history; (c) the fundamentals of Biblical religion. By a reasonable familiarity is meant the knowledge which will make a person intelligent in the common Biblical uses of English literature and in the application of Biblical principles to the problems of daily life and of public affairs. It covers both the "cultural" and the "practical" side of education.

In colleges the aim is again twofold: "cultural" and "practical." On the "cultural" side, however, it is not merely to gain familiarity with Biblical stories or the bare facts of Hebrew history, but primarily to trace the growth of Biblical history and literature, that students may see how the evolution of man has worked in the field of Hebrew life; to be able to appreciate the great types of Biblical literature,—story, prophecy, poetry, apocalypse, and, in the New Testament, letters. Students should be able to make some intelligent comparison of Biblical literature with the literature of other races and other times. This is the cultural objective toward which the college course must move. It involves the ability to understand, appreciate and sympathize with a life and civilization not our own.

Now this is culture abstractly defined; but the process of gaining it is concrete. In the Bible, it means a study of the various sources of the Hexateuch, and the purpose and point of view of each; of the aims of the writers of the books of the Bible; of the social situation which called forth the fire of Amos and Micah; of the politics of Isaiah and Jeremiah; of the passoniate hope with which Ezekiel and the Second Isaiah met the despair of the exile; of the causes and the limitations of apocalyptic writing; of the

inter-relations of the synoptic gospels and of the occasions of Paul's letters. But all through these literary and religious studies the modern college student must be made to feel the pulsing of life, with the fundamental human passions which thrill in the world about him to-day. Then his study of the Bible will issue in sympathy, which is, after all, only another name for culture.

But, great as it is, the cultural aspect is the smaller part of the object of college teaching of the Bible. Education must issue in a better life. Culture as the sympathetic understanding of other life makes the cultured person's own life richer and more useful. Here the teachers of the Bible possess an advantage over the teachers of other literatures. Most of the Bible—all except the minor books of Esther and the Song of Songs—was written for a religious purpose. One cannot study the books of the Bible from a purely literary point of view without finding himself soon in the presence of a religious ideal. That the religious beliefs of some writers differ from that of others and those of most writers from our own beliefs at some points is an advantage to the College teacher. It forces a critical examination of the foundations of religious beliefs. This helps immensely in the readjustment of religious ideas which is usually going on in a student's mind. Thus the teacher of the Bible can, without the least intrusion upon the sacred bounds of the student's personality, assist as no other teacher can in meeting the plain obligation which rests upon the college to "help the student's religious development keep pace with his development in other aspects of life and culture."

People of conservative points of view sometimes complain that the modern college teacher of the Bible "upsets" his students; that his teaching tends to unsettle the faith of their childhood. That depends very largely on what the faith of their childhood was. If it was a static faith, staking all religion on the truth of certain opinions about the Bible—e. g., that its science and history must be

accurate or else its religion is false—and on the correctness of certain theological doctrines, then the student does not need to reach the Bible class to be "upset." Science and philosophy usually do the work. As a matter of fact, the Bible department, in such cases, often performs the part of a wrecking expedition, rescuing the remnants of a shattered faith and showing the students how they may build a stable foundation for religious life. If the faith of their childhood provided for growth and change with the growing, changing life, then there is no "upsetting," no wrecking of faith by Biblical or any other study. Then religion simply expands with the progress of knowledge as plants expand in the sunshine and shower of the spring, naturally, easily, without struggle or strain. This is what should be. Why should the readjustment in religious ideals be any more painful than the social readjustment from a family-centered world to a world of wide obligations? This happier conception of religion is far more frequent among students than it was a few years ago. Less and less often is the teacher of the Bible obliged to see the pitiful sight of the slow rebuilding of a wrecked childhood faith.

The needs of the professional schools are different still. The Biblical training of pastors, Y. M. C. A. secretaries, and other religious leaders must be in the use of the Bible as a factor in the development of religious experience. It must include two elements. One is a training in the more technical elements of modern Biblical study as a background of the thorough Biblical knowledge which a religious leader should possess; the other is a more careful study than is possible in the college course of Biblical thought and its relation to the thought and life of to-day. The church especially needs pastors who will neither interpret Biblical religion narrowly, nor be obliged to abandon the Bible and its teachings when they approach the gravest problems of modern life because they are fundamentally ignorant of the foundation principles of its

teaching. In addition to these needs, the professional school must offer, if its tradition of pure scholarship is to be preserved, work of a highly technical character, for which teachers are needed who have a genius for specialized investigation.

III. The Biblical Curriculum

The curriculum of Biblical study in secondary schools on the one hand, and in graduate and professional schools on the other, is determined by circumstances. In secondary schools what colleges will accept is liable to dominate the curriculum in this as in other subjects. In general that course will be wisely planned; but no teacher ought to make himself a slave to it. If he feels that he can effectively do some portion of his work in his own way he should have that liberty, especially where the work is not to be offered for college entrance. The great problems of making a curriculum come in college work. The subject has no traditions. As a college study it has grown up entirely within the present generation. The pioneer teachers of it are still at work. These teachers had no models to follow. They worked out their own plans and developed their own elective and, in certain places, required courses, with no aid from tradition and little from consultation. Not till after the founding of the Religious Education Association in 1903 was there any medium of common knowledge of what was being done. In 1911 an association of the teachers of Bible in Schools and Colleges was formed, which meets annually in or near New York in the Christmas holidays for the discussion of aims and methods in Bible teaching. Traditions and standards are beginning to appear as the result of the comparison of the independent experience of many teachers.

It is interesting that without much consultation the Biblical curriculum has taken a somewhat definite form.

In nearly all colleges a general fundamental course is offered, upon which all other Biblical work is based. This is sometimes called Hebrew History and sometimes Biblical Introduction or Biblical Literature. The difference is largely a difference of emphasis; in one kind of course the history is studied with the literature introduced in its proper chronological order; in the other, the literature is studied in order, with the introduction of so much of the history as shall make the occasion and purpose of the literature plain. In either kind of course the purpose is to understand the Bible; to know why the writers of the various books wrote and what it was they wished to say; to be able by historic sympathy to look at life in some measure as they looked at it; and then to come back to the problems of our own life bringing their answers to the problems of their life. Their answers do not always fit our problems, but the fundamental religious principles upon which their answers rest usually underlie our answers.

Upon the basis of this comprehensive course other courses should be offered, suited in number and subject to the student's needs and the teacher's interests. Here may come a thorough study of some of the teachings of Jesus, or a more careful study of some particular portion of the literature; apocalyptic or Johannine or Pauline. A study of Biblical thought in its historical development is specially fitted for the upper years. So is the social ethics of New Testament Christianity. In general, courses in the upper college years should be concerned not with the gathering of mere historic facts, but with the development of ideas, with their criticism and with their application to the conditions of present life. A teacher of Biblical literature may profitably ask himself, "How would a teacher of the history of Greek or French literature deal with this book if it lay in his field?" A teacher of courses appropriate to upper classes may ask, "How would a teacher of the history of ethics or of economic theory deal

with this subject if it lay in his field?" The first thing college students need is definite information; the second is power to think. The Biblical courses ought to contribute to both disciplines.

The following are two arrangements of the subjects from which a curriculum of a Biblical department may select its material:

I. A three-fold classification:

(1) Religion—its philosophy, psychology, history.

(2) Biblical religion—its history, literature, content.

(3) Practical religion—its organization and conduct.[1]

II. A four-fold division:

Group I. Religion: (1) Psychology, (2) Ethics, (3) The History of Religion, (4), The Philosophy of Religion.

Group II. Biblical Religion: (1) Biblical History, (2) Biblical Literature, (3) Biblical Religion, (4) Biblical Language.

Group III. Christian Religion: (1) History of Christianity, (2) The Social Problems of Christianity, (3) The Propagation of Christianity.

Group IV. Religious Education: (1) The History of Education, (2) Methods and Practice Work.[2]

Neither of these schemes is arranged in the order of presentation in a college course. That order should proceed from the concrete to the abstract. They are valuable as giving the field within which lie the legitimate subjects of a department of Biblical study. One sees that the field is wider than the Bible. The department which deals with it at all adequately may very properly be called, not The Department of Biblical Literature, but The Department of Religion. Some teachers prefer this wider title.

[1] Professor H. T. Fowler, Religious Education, Vol. X, No. 4, p. 357.

[2] Professor I. J. Ismar, Religious Education, Vol. X, No. 4, p. 362.

IV. Related Subjects

In ordinary school and college work the teacher of the Bible will often be called upon to teach kindred subjects. In schools the teacher of the Bible may expect to teach other subjects out of the ordinary school curriculum. In college he ought not to be called upon to teach unrelated subjects, any more than the teacher of Greek or Mathematics or Chemistry. There are, however, certain related subjects which fall more or less appropriately within his proper field. A glance through the catalogues of colleges will show that few Bible teachers confine themselves strictly to teaching the Bible.

The following subjects are often included with the Bible in college curricula:

1. *A Group of Philosophical Subjects.* Psychology of Religion. This subject has come to the front with the present generation. The pioneer work on modern lines was Starbuck's *Psychology of Religion,* 1899. Since then the subject has commanded constantly increased attention. A good body of material for study has been gathered, though there is much need for more work. The subject belongs properly to the department of psychology. No one but a trained psychologist should handle it. If, however, the department of psychology does not wish to take it, and if the teacher of Bible has the proper training, it may properly fall within his sphere. He is constantly dealing with material belonging to the subject; the prophetic consciousness, the effect of sacrifice and temple ritual, the incitement to faith in the exile, the apocalyptic psychology, Paul's conversion, and much else. If the subject is taught in the department of psychology he may coöperate by contributing much to its material, and it should in turn throw light on many Biblical situations.

Philosophy of Religion. This subject is as old as the problem of God and His relation to the world. Its roots

lie in Greek philosophy. It belongs properly to the department of philosophy. It needs for its proper treatment a wide and sympathetic knowledge of the history of philosophy. Now the Bible is not philosophical in the technical sense. The Hebrews never raised problems of reality or of the universe. They assumed an immediate relation between God and the world, but they did not discuss it. We, who are intellectual descendants of the Greeks and religious descendants of the Hebrews, find the religious assumptions of the Bible immediately raising philosophical problems. The teacher of the Bible whose students feel the delightful freedom of saying what they really think in his classroom will frequently find himself presented with questions from the field of the philosophy of religion. But if it is not offered by the department of philosophy, and if the teacher of Bible has the proper qualifications, the subject may well appear in the Biblical department.

2. *A Group of Historical Subjects.* Oriental History. In many colleges the main Biblical course is called Hebrew History. Aside from this, however, the development of the ancient Oriental civilizations not only throws light upon the Bible, but is worth study for its illustrations of the laws of historic evolution. The teacher with the needed equipment may well bring this historical study down to the present. It is a fascinating study, rich in material for the understanding of historical movements in the west as well as in the east.

Oriental history opens to the teacher two temptations. One is that of superficiality. It is easy to teach names and dates out of text books and leave the whole subject a mere valley of dry bones; yet nowhere in the world have the movements of history brought more tragedy or triumph, more suffering or comfort to the people. No one ought to teach the subject till he has so lived himself into it that these eastern lands are not remote and strange, but a vital part of the brotherhood of humanity. Eastern travel may

help in this sympathy, but a man with a vivid historical imagination who has never crossed the ocean may yet have felt the throb of reality in the life of the Orient.

The other temptation is the opposite. It is the danger of swamping the work with historical or archæological detail. It would be easy to spend a year on Egyptian Archæology or on the patesis and kings of the old Babylonian empire. Such courses should be kept for graduate work in universities. The undergraduate needs a course which will prepare him to understand the laws of historical development.

The History of Religion. This subject naturally belongs to the Biblical department, whose chief topic is the literature of religion. It is one of the broadest subjects in the college curriculum; so broad that in universities it is often distributed among the specialists in Sanskrit, Arabic, Greek, and other subjects. No one can cover the entire field at first hand. For a large part of it he must stand upon the shoulders of others. A teacher of the subject ought to know, in some measure of intimacy, the literature and language of at least one religion beside the Biblical religions. If he has a technical knowledge of two he may consider himself fortunate. He can hardly expect to have read the religious literature in Arabic, Sanskrit, Pali, Chinese and ancient Persian, yet he will be teaching all these and more. He must, however, have read widely and carefully in translation; but more than this, he must possess the historical imagination which makes it possible for him to carry his classes with him into points of view far different from their own. He must make them think with Hindu philosophers and feel with Moslem mullahs. Students of the history of religion must not sit outside a religion and criticise it. If that is all that can be done it is doubtful if the subject is worth study. They must enter into its holy of holies and know why it has commanded the services of myriads of men through centuries of time.

Much of the time of a class in the history of religion must be given to a mastery of the facts of the subject. This, however, is never the main purpose of the course. The study should issue in a clear understanding of the laws of religious growth and decay. Why did a religion appeal? Why did it spread to other lands or remain fixed? What elements in it changed and why? What makes a religion missionary? What is the effect of mysticism and ritualism and asceticism in religion? Under what circumstances do religions decay? Students who have asked such questions of other religions are in a position to understand the movements in their own religion. The bane of the judgment of Christianity in Christian lands has been that neither its critics nor its defenders have had any knowledge of the general laws of religious evolution. Incidentals have too often been regarded as essentials and natural changes as disastrous decay. The study of the history of religion should, by developing a scientific criticism of religion, make such ignorant judgments impossible to educated persons in the future.

The History of Christian Thought. This is in reality a part of the history of religion. It is not the technical study of theology as that subject is studied in a theological seminary. It is a study of our Christian heritage of thought; the way it grew up, the changes of religious emphasis in the past century and the present trends of Christian thinking. Its aim is to help the students understand the Christian religion, past and present, and to help them adjust religion to the needs of the new day in which they will live. Christianity is making great changes of emphasis, even of opinion, but the spirit of Christ was never more regnant than it is to-day. What the changes mean and what is needed in the immediate future, such a course as this ought to help the student to see. No department except the Biblical department is likely to offer the course. The Bible alone will not prepare the

teacher for it. He must understand the doctrines of the past, and most of all, the driving force of religion to-day, Protestant and Catholic, ritualistic and mystical, individual and social. If he can interpret the Christian world to his students he will be doing perhaps his largest service to the kingdom of God.

3. *A Group of Subjects Interpreting Biblical Religion.* Already, in discussing courses on the history of Christian thought, we have approached this field. Here also lie courses in Biblical thought, in the ethics or social teaching of Jesus, in the letters and ideas of Paul, and much other directly Biblical material. There are, however, certain subjects lying outside the immediate Biblical field.

Christian Fundamentals. Other names may be used, but under any title the essence of the course is a study of the structural conceptions of the Christian view of God and the world in their relation to modern knowledge and ethical and social ideals. Schleiermacher wrote of "pectoral theology"—theology of the heart. This course is "vital theology"—theology of the life. It tries to accomplish for the student much the same as the course in the history of Christian thought—to interpret religion in terms of present life,—but it does it not by tracing the history of Christian concepts, but by subjecting the fundamental ideas of the religion to the criticism of reason in the light of present ideals. How can the man of to-day interpret the Christian concepts of God, Christ, prayer, the kingdom of God, social righteousness? Such problems form the content of the course. The need for such a course is great. In this day, when we make large pretense of prizing clear thinking on all other subjects, even scholarly people are too often content with absurdly nebulous notions in religion. Those interested in the preparation of missionaries and other Christian workers demand such a course. Students respond to it with readi-

ness. It is a popular fallacy that students are not interested in clarifying their religious thinking. There are few fields of thought in which they are more interested. One of the reasons why religion seems unreal to so many of them is that they have been led to suppose it to be a subject on which clear thinking from modern points of view is no longer possible. A Christian college ought to show them that it is possible.

Not every good Bible teacher, however, is fitted to teach this course. A knowledge of theology, present as well as past, a still more intimate knowledge of the trends of modern scientific and social thought, and some aptitude for philosophic thinking, are needed. Still more is needed the power of sympathy with inchoate thinking, with conceptions half grown or even only coming to birth, whether these be in the minds of students feeling their way into religious light, or in the growing consciousness of the social world in which we live to-day. The danger is that such a course may be either the easy study of theology-in-a-book or sentimental generalizings on religion and life. He who would really help modern students must grip things deep down and do hard thinking on the profoundest problems of modern life.

Christian Ethics. This is sometimes treated as the study of Christian ethical theory, sometimes as "applied ethics," which means Christian ethical standards applied to modern life. What Christianity demands in the conduct of life is a question pressing for answer in the modern world. Intelligent Christianity must answer it or confess failure. It is a fitting subject for college study. But this is another subject which merely Biblical study will not prepare a teacher to handle. What was said in the last paragraph about the need of clear knowledge and deep sympathy with present life and thought holds true here also. Especially must the teacher be in sympathy with the best in present social movements, and yet he

should not be led away from the plain facts of economic law and human tendency by a misty idealism out of touch with reality, however vigorously it asserts its Christian character. The world needs few things more than clear and sane teaching on Christian ethics. It can dispense with nothing more easily than with sentimental, half-informed theorizing which dignifies benevolent social dreams with the term Christian. If the teacher of the Bible is ignorant of economics and sociology he will aid the subject most by letting it alone.

4. *Religious Education.* This subject is now commanding much attention. It is one of the new subjects, only recently appearing in college curricula. As the study of the principles of religious education it involves religious and educational psychology. As the study of the methods of religious education it demands an intimate knowledge of past and present methods of developing the religious life in children and youths. The teacher should know Catholic catechetical methods as well as Protestant Sunday Schools. He must keep himself informed regarding the rapidly developing methods of religious education in the present; and no subject outside the kaleidoscope of politics is shifting more rapidly. The teacher who is able and willing to meet the exacting demands of this subject and who has the proper background of psychology and educational history can help meet a very pressing need by teaching it. It belongs with the department of education more directly than with the Biblical department, but it seems to be falling to the latter most often. There is a growing demand for it. The danger is that unprepared teachers will, under the pressure of this demand, take it up. Biblical knowledge in itself furnishes very little preparation for it. When a teacher knows enough of education to give a course in its principles then he has the basis for special preparation to teach religious education.

5. *A Group of Linguistic Subjects.* In some colleges Biblical Greek and Hebrew are offered. Biblical Greek may often be taught better by the Greek department, if that department possesses a teacher interested in the interpretation of the thought as well as the language of the New Testament. The new discoveries of Egyptian Greek papyri have thrown so much light on the language of the New Testament that its proper teaching calls for more recent knowledge than can be found in the older books.

Hebrew is not likely to be coveted by any other department, nor are classes in it likely to be large. For one who loves language teaching even a few students offer a rewarding work. Hebrew is an appropriate college subject, both for those who propose to go on with Biblical studies and for the larger number interested in linguistics. Students of language ought to study some language outside the Aryan group. The best and easiest language for comparison is Hebrew. It has its intrinsic interest. It is not difficult, as languages go. It is far easier than Arabic, for instance. A year's study of it will yield much more command of its literature than a year's study of Greek or Sanskrit. As a means of general linguistic culture Hebrew might well command more interest than it does at present.

It is obvious that no one teacher can teach all these subjects. It is not necessary that any one institution should offer them all. In general, a department ought to offer some subject outside strictly Biblical work. The needs of present life call for it. A teacher cannot usually handle, in addition to Biblical work, more than one or two of the subjects listed; the demands for preparation and for keeping abreast of current advances are too great. If he can, however, teach adequately some subject of vital present interest akin to his Biblical work, he will do a needed service to Christian life and will bring to his Bible study the richness of his contact with modern problems.

V. Qualities Needed in the Biblical Teacher

A work so exacting is of necessity exacting in its demands of qualification and equipment.[1] Personality counts for more in the teaching of Bible than in most subjects. Another quality specially needed is initiative and resourcefulness. The subject is new in colleges. The traditions of its teaching are still unformed. Experiments must be tried. Methods better than any yet devised will still be discovered. Few college subjects offer so much field for the spirit of pioneering. The subject should appeal to the person who loves to follow his own paths, provided he has the skill to make them attractive paths to others. For the rest, the qualities called for are those which make a successful teacher anywhere; power of sympathy, patience with slow and even with careless students, ability for inspired leadership, capacity to think clearly and to express thought simply, and a love of gaining and imparting knowledge. The teacher must be far more than a mere student. Ease of gaining knowledge does not in itself make a teacher. It may even be a hindrance, for it may cause a feeling of impatient contempt for those more slow in mental processes. The good teacher usually finds himself thinking more of his students and of how he may make his subject plain to them, as the years go on. The class room is a delight, not a bore to him. He finds the hour all too short. He counts the recitation a failure if he has not carried the interest of every student every minute. He cultivates simplicity, for he knows that obscurity is not profundity. In a great subject he chooses the essentials for teaching. His most carefully considered problem is what to leave out. He

[1] See an excellent article on Training the College Teacher of Biblical Literature by Professor C. F. Kent, in Religious Education, Vol. X, No. 4, pp. 327-332. The same number contains other articles of interest to the candidate for Biblical teaching.

knows that sooner or later every subject relates itself to life. He desires above all two things: that the student shall understand the subject, and that he shall see its relation to life. In short, a good teacher loves to teach. That is the quality with which he begins. Then he takes infinite pains with his own scholarship and with his teaching methods. These things count more than mere scholarship in the success of a teacher.

VI. Scholastic Preparation for the Biblical Teacher

Scholastic preparation for this field of teaching may well begin in college. It should of course include Latin and Greek, the latter with especial thoroughness. Like the specialist in all fields, the teacher of Bible needs French and German. If he can begin Hebrew in college that will save time later, but it should not be at the expense of other essentials. History, especially Ancient and Oriental, is necessary, and still more necessary is familiarity with the spirit and method of modern historical study. Also indispensable are the methods of literary criticism and the power of literary appreciation, for these belong to all literature alike. A course in some natural science should give the spirit of modern scientific study. The history of philosophy is valuable, and, for teaching the structure of Christian thought, necessary. Ethics will be needed for the study of Biblical ethics. One of the fields of greatest interest in Biblical studies at present is the social ethics of the Bible, and especially of Jesus. A knowledge of present social theories is essential for comparison. If the history of religion or religious education can be studied it will be helpful.

Some of these subjects must be postponed to the years of graduate study. For graduate study two plans are open. The student may go to a theological school. If this be the decision a school should be chosen which has special facili-

ties for preparation for teaching. So much special preparation is necessary that the ordinary studies best fitted for the preacher will not allow time for what is needed. The teacher is not a preacher and the preparation for the two, identical at some points, is diverse at others. The second plan is to seek preparation at one of the Universities which emphasize Biblical studies. Formerly such studies could only be found in a theological school; now several of the larger universities provide excellent graduate work in this field. Personal circumstances must decide which of these two plans is followed. If the theological school is chosen, it opens the way for the teacher to add to his teaching work occasional service in the pulpit. He must never yield to the temptation of allowing this to burden his teaching. Especially must he refuse to take the care of a church during his teaching year. Time and strength do not allow a man to be both teacher and pastor. If he has chosen to put his life into his class room he must renounce the joys of the pastorate. His preaching must be incidental and secondary, only to help out churches and ministerial friends in time of need. Nor must he allow his preparation to give him the preaching attitude toward the Bible, the homiletical type of mind. He must not be looking for "lessons" and "applications." He must rather search to find exactly what the writers of these books were trying to say.

The Bible teacher must have a thorough knowledge of Hebrew, Biblical Aramaic and Hellenistic Greek. The present tendency is to minimize these in a pastor's preparation—more's the pity. But the teacher must never omit them. Can you imagine a man devoting his life to teaching French literature with no knowledge of French? Of course there can be no Biblical scholarship worthy the name without a knowledge of the Biblical languages. The teacher, if possessed of any particular linguistic ability, should have an especially thorough knowledge of either Hebrew or Hellenistic Greek. If specializing in Hebrew

he should know at least one other Semitic language for comparison; Arabic for its richness of literature and vocabulary, or Assyrian for its light on the Old Testament, or Syriac for its use in New Testament versions. If specializing in Hellenistic Greek he should read largely in the Septuagint and in the Apostolic fathers and in the newly discovered Greek writings of the Hellenistic period in Egypt. In most college work this knowledge is not for direct teaching, but for the background and foundation of his own scholarly work. Further foundation should be laid in familiarity with Oriental geography and history, especially of the Semitic races; the course of events and their causes; the customs, religious and political ideas, habits of thought, and national points of view at the different stages of the Semitic development. He must know Babylonian literature and law for comparison with the Bible. In connection with the New Testament he must know Philo and Jewish-Alexandrian thought and the political and social life of the early Christian world.

He should emphasize Hebrew History and Biblical Introduction. The great body of his teaching is likely to lie within these fields. He should know especially the spirit and method of prophecy; the prophetic and priestly editing of ancient tradition and more recent story in the narrative books; the point of view of the Hebrew sages, the writers of Job, Proverbs, Ecclesiastes, Ecclesiasticus and the Wisdom of Solomon; the origin, growth and contents of Apocalyptic Literature, Biblical and extra-Biblical; the thrilling history of the Maccabees; the intricacies of Gospel relations; the teaching of Jesus and the thought of Paul. These are only the larger outlines of the Biblical subjects which must be known to the teacher. Even these will have to be, at some points, merely sketched in during his preparation and filled out later. Above all, his study must yield him on one hand power to appreciate and ability to work with the purpose and method of modern Biblical scholarship, and on the other, an appreciа-

tion of the spiritual content of the Bible and of the abiding value of its religious principles in the life of all the ages. It is this abiding value which takes the Bible out of mere ancient literature and sets it in the center of modern life.

In speaking above of the cognate subjects which sometimes fall to the college teacher of Bible, something was said regarding the preparation needed to teach them. Each has its own field and might well call for as extensive preparation as Bible teaching itself.

It will be seen that an adequate preparation to teach the Bible is more than the equivalent of a Ph.D. course in the best universities. Now a doctorate has no scholastic magic of its own. Neither if he has a Ph. D. is a teacher the better nor if he has it not is he the worse, but it is at present in America a sort of hall-mark of scholarship. The teacher of the Bible cannot afford to work with a lower grade of scholarship than that for which it stands. But no matter how thorough his knowledge of his subject, he will say with the scientist Agassiz, "The longer I live the more I know that I know nothing."

PART II

EXECUTIVES FOR CHRISTIAN ENTERPRISES

By
Dwight H. Day

MODERN CHRISTIAN CALLINGS

EXECUTIVES FOR CHRISTIAN ENTERPRISES

EXECUTIVE Officers are necessary in any organized enterprise requiring administration, from a President for the United States to an Executive Secretary for a small Committee,—if that Committee proposes to *do things*. Some one, duly chosen, must be regularly available, charged with the responsibility of carrying out the program and decisions of the body behind him, be it Government, Board of Directors, Trustees, or Committeemen.

Thus, Christian enterprises, some of them organized on a vast scale, with connections in every country of the globe, must have their Executives, generally called Secretaries and Treasurers. The best known and strongest of these avowedly Christian organizations are the Boards or Executive Committees established by the Protestant Church bodies or Denominations for conducting and supervising the work which they as Church bodies desire to promote and support. The activities thus represented cover a wide field, in fact their field is world-wide.

There are Boards of Domestic or Home Missions, with field representatives scattered from Point Barrow, Alaska, the most northerly Mission station in the world, to the tropical possessions of the United States in Porto Rico and Panama. They work among the various foreign groups in Continental United States, among the Indians and rural communities, among backward and neglected people, such as the Whites in the Southern Mountains, in great industrial centers and among special labor groups,

like that of the lumber-jacks of the Northwest. In some cases these Home Mission Boards are charged also with work among the Negroes in the United States, while in others special Boards are set up for this purpose. Some of the Home Mission Boards are authorized to extend their activities to South America. Other Church Boards and Agencies organized to promote special lines of activity or to take charge of special funds would include the following:

Boards of Education, charged with establishing and maintaining denominational Colleges, Boards of Aid for Ministers of the Churches and their families, Trustees of Pension Funds and of Insurance Funds for the Ministry, Boards organized especially to aid in the erection of Churches in new or sparsely-settled communities, Boards for the printing and publication of Christian literature, some of them owning large establishments, Boards of Temperance, Boards or Committees on Evangelism, Sabbath Observance, on Men's Work in the Churches,—a great variety of administrative agencies, all deriving their authority from the various denominational Church bodies.

Perhaps the largest and most influential group among these Church enterprises is that representing Foreign Missions. At the meeting of the Foreign Missions Conference of North America, held in January 1922, sixty-two Foreign Mission Boards of the United States and Canada were represented by one hundred and seventy-five regular delegates, and one hundred and twenty-six corresponding members, who assembled in their annual meeting for the consideration and discussion of common problems. These North American Boards now expend more than $40,000,000 in Foreign Mission work annually, and maintain on the foreign field some 13,000 missionaries.

Concerning Foreign Mission administrators, one writer says:[1] "The conduct of Missions in heathen and Moham-

[1] "The Foreign Missionary," Arthur J. Brown.

medan countries has risen to the dignity of a science, only to be learned by long and continuous practice, discussion, reading and reflection; it is the occupation of the whole life, and of many hours of each day of many able men selected for the particular purpose by the turn of their own minds, and the conviction of their colleagues that they have a special fitness for the duty."

Dr. William W. Clarke says that "in respect of responsibility and laboriousness, there is scarcely any other Christian service that is comparable to that of the officers of such Societies. Foreign Mission (Board) Secretaries have to conduct a work of which the delicacy and difficulty are very largely unappreciated. It can scarcely be otherwise, for very few persons know missionary operations from the outside, and most Christians have no experience that would help them to enter into the problems of the Missionary Board." [1]

It is, indeed, true that a very wide range of responsibility gives to these Executive Officers opportunity for service which, in its variety, its inspirations, and its solid satisfactions, it would be difficult to match. "There is probably no other organization in the world," said Dr. Edwin M. Bliss, "except a national government, that carries on so varied and as important lines of business as does a Foreign Missionary Society."

It becomes necessary, however, to go deeper than these generalizations, especially if it is true that few know anything about Foreign Mission administration from the outside, and if most Christians have had no experience with the problems involved. No comparison can be made between the work of the Executives of such organizations and that of other callings or professions until one understands more definitely what the various phases of the work are and what is expected of the incumbent of the executive position.

It may be assumed that as the Foreign Mission enter-

[1] "A Study of Christian Missions."

prise is the largest and most inclusive with regard to the scope of its activities of any of the organizations in the category of Christian enterprises, a description of the details of the work covered by the Executive Officers of a typical Foreign Mission Board will, for all practical purposes, include what might be written about that of any or all the other Boards and Agencies. This would include a great institution like the American Bible Society as well, more than one hundred years old, which sends the Bible out to all the world at the rate of 5,000,000 volumes a year.

Modifications would need to be made in the case of this or that organization; one would include a certain phase of work, and another some other phase, but all have much in common especially in dealing with their supporting constituencies, in their promotional work, and in their finance and banking practice. A large Foreign Board administers practically every kind of work abroad that is conducted by all the other Boards and Agencies at home, and does it thousands of miles distant from the areas where the impact is made. It does this through the media of many strange languages and dialects and with the help of the natives of each country working among their own people under the supervision and direction, in the initial stages, of leaders or missionaries sent out for that purpose. Christian education under one Board, for instance, is represented by 1,800 Schools and Colleges, planted in fifteen foreign countries. Medical and surgical work, public health and hygiene, sanitation and dietetics radiate from two hundred hospitals and dispensaries. Evangelism and the establishing of Churches is under the care of 3,000 native evangelists and ministers supported by a native Christian constituency of a million members. Publishing of Christian literature centers in eight great Printing Presses, strategically placed throughout Asia, which pour forth a hundred million pages each year. The cause of temperance is promoted, orphanages and rescue homes are maintained, schools for the blind and for the

deaf are established. Lepers are segregated from the population and are given asylum in institutions specially provided. Famine funds are raised and administered, epidemics are fought and floods are dealt with and studied by agricultural and forestry schools, with a view to their prevention. All these lines of activity tie up in the final analysis to the administrators and executives in the head offices in the homeland. These men and women must have both knowledge and experience, in some measure at least, of all these endeavors, and must be able to advise their Boards of Directors and the field representatives concerning them.

The mass of correspondence is immense, emanating from twenty-seven separate and distinct Missions and from 1,600 missionaries in the case of the typical Board under examination, and this relates only to the foreign side of the work. On the other side is the constituency in the homeland, 1,700,000 Church members, in 10,000 Churches, no inconsiderable portion of whom are interested in the service and are supporting it, and hence contribute a heavy grist of mail. This runs from fifty to a thousand letters a day which are distributed among the various executives and departments according to the division of work among them. The bulk of the mail is made up of remittances in the form of checks, drafts, money orders, cash and credit items, each one of which must be dealt with in five distinct and separate operations before the receipt for it is committed to the Post Office for delivery to the donor; but letters on special problems in the Missions, on general Mission policy, on matters relating to the welfare of the Missionary force, on the relations between Missions and Governments, on coöperative and union enterprises with similar Boards, such as the twelve or more union Colleges and Universities, on questions of denominational Church policy, which include the interests of Foreign Missions, on the presentation of the cause to the people at home by means of books, current literature

and the public platform,—all furnish a voluminous correspondence which can scarcely be digested during regular hours. Few executive officers allied with these interests expect to compass their work except by continuing it in their homes during the evening, as thousands of workers in other lines do and they are occasionally accused of breaking the Fourth Commandment because they prosecute the same lines on the Sabbath. Whether their accusers are to be classed with the mint and anise tithers of Christ's time, who ignored the spirit of the law in their meticulous observance of its letter, or whether the indictment is indeed a valid one on the ground of their doing work on the Sabbath Day, which must be regarded as secular because they are doing it also on the other days of the week, may wisely be left to the conscience of the individuals concerned.

There are roughly three categories into which the problems arising on the field and referred to the Home Office may be divided. First, questions of Mission policy and procedure; second, matters of emergency, largely relating to the work of individual missionaries or their health, and third, appeals for funds for the extension of the work or for the strengthening of that already established. The executive in the administrative office must analyze a proposal affecting Mission policy and must present the considerations which affect it, pro and con, to his colleagues in a Council or Cabinet and then to the Board itself for decision. The decision must rest not only upon the condition of the Treasury, but upon the great body of experience and tradition built up through a hundred years of history, and the foreign mission administrator must be familiar with the principles and practice of Foreign Missions which have been successfully applied, as well as with the mistakes which have caused loss and sometimes disaster. For instance, in a field where the Christian community has grown to large proportions, shall the Schools partly supported by Mission funds accept the chil-

dren of native Christians only, or shall the children of non-Christians and heathen parents also be accepted? On this question a Mission took one view and its Secretary and Board the other. The historic precedents and interpretations of experience were presented by the executive in charge of the correspondence with the Mission concerned.

What proportion of the available funds shall be devoted to the evangelistic work in a district and what to the educational and to the medical? What degree of responsibility and power shall be passed over to the rising Churches of Christ in the Mission field with reference to the work still to be done, and what shall be the criterion as to just when this transfer shall take place? Such questions represent live issues to the Missions on the field, and notwithstanding the fact that they are given a large degree of autonomy in the conduct of the work they look to the Secretary and the Board at home for guidance and for final decisions in such matters. Emergency cases may largely be handled in the light of a body of rules and regulations which has grown up through the years covering similar cases and in conformity with precedents which have been established. What are the conditions precedent to the withdrawal from the field on sick leave? If a missionary proves to be a misfit, what steps can be taken to prove the fact to him, in case he does not discover it himself, and secure his resignation or transfer to some other work? In dealing with these problems of the personnel the administrative officer at home is more than an interpreter of rules, although he must be that. He is the sympathetic friend in whom the troubled one confides and the counselor to advise in the presence of anxiety or doubt. Here is a missionary with a wife and two or three children of school age at home on furlough. The children ought to remain in the United States to complete their education. Shall the husband and father return to the field alone, leaving the wife and mother to care for the children, or shall

the children be placed in boarding schools while both wife and husband return to the field, or shall the husband resign from his work as a missionary and remain with his family? This problem is sure to involve a good deal of anguish of soul, not only for the missionary, but for the administrative officer having charge of the Mission to which he belongs.

Or a young worker on the field finds his faith gone; he no longer has zeal in his work. He had thought that he believed in God and His revelation in Jesus Christ, but he must have been mistaken; at least he no longer possesses such belief and he doesn't feel happy nor honest in retaining his position—perhaps in one of the Schools or Colleges. He can't, somehow, tell his colleagues on the field, but he writes to his secretary at home, and lays bare his heart in even deeper anguish than his brother with the growing family. Whatever fund of experience and wisdom the executive may possess he will regard it as inadequate for this draft upon it. Is the doctrine of the perseverance of the saints a myth, or is the young man temporarily thrown off his balance by over-wrought nerves? Perhaps he needs only a three months' vacation in a cooler climate. Countless personal problems arise nearer home in connection with the young men and women volunteers who have registered as candidates for missionary service abroad. The roster of one Board contains 5,000 names of such young people in the midst of their preparation, or carrying on work temporarily at home until the conditions shall warrant their appointment and assignment to a Mission abroad. Every executive officer could bear testimony to the inspiration of knowing and dealing with these devoted young spirits. The glow on the face of a young engineer, who on his knees in prayer finally came to his decision to go to China as a missionary, abundantly compensates the executive officer who knelt with him for other moments and days of routine work, necessarily devoid of any inherent inspiration. Fur-

loughed missionaries from every country of the world having crossed the seven seas pass through the executive offices to their havens in the homeland, bringing not only their personal problems and their plans and hopes for some particular work on the field which they want to discuss and in all of which the executive officer is happy to share, but also direct and reliable information concerning political, social, economic and religious conditions in the countries where they have been working. The editor of a well-known magazine published in New York called at the offices of a Board and asked whether by any chance help could be given her in connection with an article which she was expecting to publish on "Tobacco Smoking in Asia." She asked particularly about smoking in Korea and without much hope wondered whether some photographs of native types which she had secured could be identified and explained. Within a few minutes she was given a full and accurate statement on the subject and proper legends for the pictures. Then with increasing surprise and gratitude on the part of the editor exact information was given her regarding similar conditions in Mesopotamia, China and Siam. It had been possible immediately to get facts from first hand observers which otherwise it might have taken months and much correspondence to secure.

The third category among the problems arising on the field and referred to executive officers and Boards comprises the needs and appeals for funds. Foreign Mission Boards long ago adopted the Budget System for financing current needs and the established work (anticipating by many decades the Government of the United States in this regard), but even Budgets, efficient and economical as they are, have their difficulties as both the Boards and the Government have discovered; and in their ability to pare down and eliminate unessential items the officers of the Government may well envy the executives of the Boards. These executives must bring the total Budget, made up of the estimates from all the Missions, within the limits of rea-

sonable expectations of receipts from the constituency. Funds are appropriated covering the Budget as finally approved and the Missions are free to expend the money during the fiscal year on the work outlined. This system saves the missionary from any dread lest the funds which he requires for the work or for any institution under his care will not be forthcoming and enables him to plan for it in the confidence that it will not be suddenly interrupted or embarrassed for lack of current support. However, there are always a multitude of needs that cannot be covered within the Budget and these the Missions carefully sift and present to the Board through their executives. In large part these special items represent proposed additions to property and equipment and the cost of planting new Mission stations and otherwise extending the work. A Board with a Budget of $4,500,000.00 received Property Lists totaling $9,000,000.00, all itemized and described in detail.

No executive can escape the responsibility which rests upon him for securing the funds required. If he is wise he will not attempt to do so, nor shrink from a task which will open to him large opportunities for service. He must take his stand upon his belief in the cause and in the merits of the appeal and he will find that every talent of which he may be the possessor may not only be employed, but will be developed and enlarged. He will be forced irresistibly out of his office to face his share of the public in order that he may give information and instruction and perhaps impart inspiration in matters which have come to be of vital concern to him. From his vantage point he sees on the one hand a more or less thoughtless, ease-and-pleasure-loving people, enjoying luxuries without thanksgiving, provincial, living in a false sense of isolated security without responsibility to the rest of mankind, and on the other he sees the world in need; in need of what the fortunate can with so little individual sacrifice be the means of supplying. He sees also the Foreign

Missionary at his work, putting into it his whole life, one hundred per cent, and yet his efficiency cut down to perhaps eighty per cent of capacity for lack of suitable and adequate equipment. This condition obtains far too frequently and the Board executive realizes more vividly than any one else, than even the missionary himself, what the cure is. So he prepares himself by reading, study and travel to educate the constituency to an appreciation of its responsibilities and opportunities, and to a larger measure of financial support. His reading and study will cover a wide range, for the century and a quarter of modern Missions have produced a literature rich in biography, in the history of nations developing under the inspiration of Christian Missions and in accounts of the various policies followed throughout the experimental stages of the Missionary enterprise. It must not be all historical reading, but current books and magazines must be given their place in the time and study of the executive. The atmosphere in which Missions are conducted during these years of the Twentieth Century is very different from that of the nineties, or even of a decade later. Nations and Governments are coming to understand that the world is one; merchants and bankers proclaim it most insistently. It is rather a new idea for many, however, and some have not yet grasped it, but the Foreign Missionary enterprise has been asserting it for a hundred years; that is its fundamental axiom. Nowadays publicists, statesmen and Governments are working on this principle and the daily paper with its many items of international news is unconsciously promoting the cause of Foreign Missions. The Board executive, therefore, must be alert to the news from abroad and must be able to interpret it and point out its significance to his audiences.

No amount of study, however, or the mere reading of reports of national and international activities can ever furnish the Foreign Mission executive with the first hand knowledge and information that he must have if he is

to be a strong advocate of the cause. He must visit the Mission field himself, must enter into the life of the missionaries for a time, however brief, and he must come into contact with the people among whom the work is being done. He must inspect and study the institutions that have been established in their midst. He can then speak with confidence on his subject and he will be received as an authority.

Other purposes are served, however, by visitation of the field than those which redound so directly to the advantage of the officer who makes the trip. The missionary forces on the field are able to counsel with him regarding their work; he sees the needs himself, can appraise at first hand the plans that may be proposed for enlargement and extension and can report on them from personal knowledge to the Board and to the Church. He takes a fresh message of brotherly interest and sympathy from the Church at home to the Church in the Mission field and returns with messages of greetings and appreciation from the Christians in the younger Churches abroad to the supporters in the homeland. It is now an accepted principle of foreign administration that executives should make periodical inspections of the Mission fields and as frequently as circumstances will permit. He is fortunate, indeed, who travels not with the burden of a salesman, nor with the selfish motive of an exploiter, nor, indeed, listlessly, as a mere sight-seer, without purpose, but as one commissioned for a serious and exalted errand as an emissary of good will.

Men thus equipped by study, by travel and by experience in office are naturally in demand as speakers and can secure all the appointments they are able to accept. If they are also good wielders of the pen they will have access to magazines, both religious and secular, and not infrequently to the columns of the daily newspaper. Scores of books have been published by executives on Missions and allied subjects.

Promotional work of this character is common to the executives of practically all the enterprises, which have been named, any differences being due to varying phases of Christian work which the organization undertakes and the propaganda that is required.

Executives in charge of the treasury and of the fiscal operations of the organization have under their supervision the bookkeeping and accounting which, after the manner of an exact science, concentrates millions of receipts and disbursements, reducing them to epitomes or reports, which tell the tale of surplus or deficit for the period under review. Domestic and foreign banking include relationships with the largest banking institutions in the world at home and abroad. Local deposits will run at times over the million mark and at others depleted balances must be strengthened by loans which may be equally large and which are very costly in interest charges. The executive has no difficulty in obtaining credit for his organization as bankers have come to understand that no loans are safer than those undertaken by such Boards and Agencies. Likewise in the sale of foreign exchange, their drafts are readily accepted all over the world and local currency is willingly turned over by merchants and money changers to the field treasurers in exchange for their paper. The drivers of the caravans coming down out of China crossing Burmah to Rangoon are as ready to deliver their coin to the missionary treasurer in exchange for his drafts on New York as are the international bankers of Yokohama, Hong Kong or Bombay. The dozen or more currencies in which the business is transacted become familiar media of exchange, whether Rupees, Pice and Annas, or Tomans and Piastres, Turkish pounds or British pounds, Pesos or Milreis, Ticals or Yen, or China "Mexicans." The Board executive is as good a guesser as the foreign exchange expert in trying to gauge future rates and he comes to understand that the Gold standard cannot be introduced into China until the Chinese are willing to re-

linquish the exciting and profitable calling of gambling in their currency, which is based on the price of Silver as a commodity. When international exchange is interrupted as during the World War, the United States Government and American business organizations are ready to coöperate with Boards in getting their remittances to the Missions. In 1915 a cruiser took a consignment of Gold to Beirut when that port was inaccessible by the ordinary means of communication and the Standard Oil Company paid over to the Mission Treasurer at Beirut $100,000.00 of its collections in the Near East, thus making the cash available for relief and Mission work. An equivalent amount was paid by the Board in New York to the Treasurer of the Company; both organizations then had their funds where they wanted them and the only cost was the cable advice.

Some $2,000,000.00 of relief funds for Syrians alone were received by one of the Board treasuries in New York from remitters in the United States to be distributed to their relatives and friends in the Near East through Mission representatives. The sums were in small amounts individually and the delivery of the money to the consignees was often attended by the greatest difficulty and sometimes by danger. The designations were in some cases indefinite and it was all but impossible to locate the proper party. The following examples tell the story:

"$50.00 for Yusef Haddad, living in or near the War zone."

"$20.00 for Hanna Khoury, Assyria."

"$40.00 from Daoud Teen of Ohio to his mother in Syria."

"$50.00 for Abdullah Ghanim, Beirut. He is 5½ feet high and must wear glasses on his eyes to see you."

"$50.00 for Marian Tannous, which amount is to be delivered with a thousand kisses."

Executives of these Christian enterprises must handle property of every kind and description. The investment in land, buildings and equipment may total $10,000,000.00 for one Board alone and the home office must assume ultimate responsibility for its care and proper maintenance. Complete records of these properties must be kept on file and up to date, and as the plants are located all over the world the business in real estate has a wide range. Besides these holdings there is the handling of every kind and description of property left to the Boards under Wills and turned over to them on the settlement of estates. There are town lots and improved city real estate, including business blocks; there is suburban and country real estate, improved and unimproved; agricultural lands, including farms with livestock and complete equipment; coal mines, oil and timber land; securities of all kinds, bonds, mortgages, stock of corporations, personal belongings, including family heirlooms and trinkets, everything, in fact, that may be included in a residuary estate. All such property must be sold as quickly as this can be done to advantage and the proceeds devoted to the work, but until then it must be safeguarded and conserved. In connection with these bequests and devises there is legal and probate work and, unfortunately, sometimes litigation. A Board may be a participant in half a dozen lawsuits at the same time in various parts of the country since as a trustee it is bound to defend its rights under Wills if they are challenged. Any legal training which the Board officer may have had will stand him in good stead, though, of course, he will have the aid of competent attorneys often rendered without any charge whatever.

Transactions in investment securities, chiefly on the buying side, to secure endowment funds run into several million dollars for a single Board. This business and the handling of securities for the personnel of the organization, chiefly the missionaries and other workers in the

field, attains large proportions. The larger offices have travel departments by which much business in transportation is transacted, the purchase of railroad and steamship tickets aggregating $75,000.00 or $100,000.00 a year. One traveler appeared at such an office with the statement that he had been sent by Thomas Cook & Son "as the Board knows more about getting out to Persia than we do," said they. A Purchasing and Shipping Department must also be maintained to purchase and ship everything from a needle to blooded cattle,—the latter for the big Agricultural Colleges.

The opportunity is always open to the executive officer to take the initiative in planning better things for his organization, effecting combinations and consolidations, introducing better methods and more efficient practice. Twenty-eight local treasuries of one Board in as many different towns or villages in China were consolidated at Shanghai and the consolidated office was then united with the treasuries of eight other Boards into an Associated Mission Treasurers' Office, which now sells $6,000,000.00 of exchange a year. Such an institution commands not only the profound respect of the business community, but the best rates on foreign exchange as well. Board executives have been instrumental in establishing united architectural and buildings bureaus in the Far East, by means of which a large number of Boards and Agencies are able to get better architecture for Mission buildings and better and more economical construction.

Among the points of a good job Dr. Richard C. Cabot names seven, balanced variety and monotony, initiative and supervision, the chance to subjugate nature or personally to create something, pleasant companionship, a title and an institutional connection. "These," he says, "go far to give us happiness in work." [1] Every one of these "standards" the executive of a Christian enterprise

1 "What Men Live By," Boston, 1914, pp. 27-28.

possesses, and it would be difficult to find a happier set of workers. A prominent lawyer in New York asked an executive how it came about that he knew all the big men and the best men in the city. His reply was from the heart: "Because I am in the best work in the world."

PART III

OPPORTUNITIES FOR SOCIAL WORK

By
William Bacon Bailey

The purpose of the following pages is to acquaint the college man very briefly with some of the opportunities for employment in social work. The list is by no means complete. Many entire lines of activity, such as Public Health Nursing, the work of Civic Protective Associations, Orphan Asylums, and Women's Reformatories, have been omitted because the workers in these lines are almost entirely women. The attempt has been made to divide the field of work according to the service rendered, but it is realized that this division is quite arbitrary, and that these lines cannot be sharply drawn. If these pages offer a bird's-eye view of the field in sufficient detail to enable a student to select a line of work with a fairly satisfactory idea as to its extent and possibilities, the purpose of the writer has been accomplished.

MODERN CHRISTIAN CALLINGS

OPPORTUNITIES FOR SOCIAL WORK

THERE are many young men in the schools of higher education in this country who desire for a life work some form of altruistic endeavor, who desire wholeheartedly to consecrate their lives to the service of humanity, and yet from justifiable motives shrink from service in foreign mission fields or the Christian ministry. They wish to know the opportunities included within the wide field of social service. They are anxious to choose the line of work to which they are best fitted, and in which their special aptitudes will find the largest field for usefulness. But few of these young men possess an independent income and they must select a line of work in which the financial return is commensurate with their training, ability and industry, and in which there is opportunity for the security of employment and advancement assured by conscientious effort in other lines of endeavor. They do not expect to gain great wealth, or the large financial return of those who are conspicuously successful in trade or manufacture. In fact, a large share of their reward will come from the satisfaction that they have made brighter the life of some unfortunate, or done their share to mitigate some social injustice. But they are anxious to avoid the blind alley which leads nowhere, and in which the nature of the employment precludes advancement.

During the Middle Ages religious motives undoubtedly

led some to withdraw from the world and its pleasures, and through an ascetic life of fasting and prayer hope to attain conspicuous virtue. But there has probably never been a time in which the desire to improve the lot of the more unfortunate members of society has not been a moving force in the lives of many. The motive may have been sympathy, or a sense of justice. It was felt by most that if the misery of the world was to be relieved, this could be accomplished not by a life of seclusion, but by active service. Because during the Middle Ages most of the charitable enterprises were in the hands of the church, most of the philanthropic work was done by members of religious orders. This was a natural development since the church stressed the duty of caring for the poor and needy, and since the impulse to do good works was strengthened by the inspiration of religious teaching. Aside from the instruction given to the Sisters who devoted themselves to nursing the sick, there was little systematic training in preparation for social and philanthropic work. At the close of this period a few names, like Tuke, Howard and Florence Nightingale, stand forth. They were pioneers in correcting some of the abuses of the time and introduced scientific principles and humane treatment of the sick and unfortunate, particularly of those in institutions. It has been only within the last hundred years that the field of social work has been mapped out and the principles of scientific treatment slowly developed. As a result of study and the exchange of ideas through conferences, methods of work have gradually become standardized. Methods of procedure which twenty-five or fifty years ago were the subjects of difference of opinion and active discussion have gradually become accepted and standardized. As in the development of any field of scientific work, the progress has been accomplished by a large number of students and investigators in different fields until there has been collected a large amount of reliable data. This has been collated and

systematized until the general principles underlying social work are recognized and available for the student. The field of study was extremely difficult and complex because it was impossible for the investigator to separate individuals from their environment. The physicist and chemist can study his elements in a laboratory under whatever conditions he sees fit to place them. The social worker, however, meets his problems among humanity in an ever changing world. We can never be certain of the reactions where the elements are human beings with the world for a crucible.

Although we can never look for the positivity of the physical sciences, we have a sufficient body of knowledge for the formulation of rules of practice in most fields of social work. Although we may not expect entire agreement among social workers as to the treatment of any particular problem, yet it is possible to formulate general rules governing the collection of the evidence bearing upon the question in hand, to assist in diagnosis and treatment.

As in the early days in this country one who would become a lawyer entered the office of an attorney and acquired a legal education and training in this way, so one who would engage in any form of social work found it necessary to become connected with some organization or institution, and learn from actual experience in the work and from the advice of those more experienced than himself. In time, however, law schools were established and those who intended to enter this profession found it more to their advantage to devote two or more years to regular class-room work in order to become fitted for this profession. In the same way schools of social service have been opened, in which students may spend one or two years in learning the principles and practice of social work. During the first year the work is almost entirely theoretical, while during the second year the student is given practical experience and training along that particular line which he intends to follow as a life work. As

schools of law and medicine are in increasing numbers requiring as a prerequisite for enrollment a college degree, so schools of social service are emphasizing the advantage of a college degree to those who hope to attain positions of responsibility and prominence in their chosen line.

College students who are contemplating some form of social service as a life work would do well to give it a trial before entering a school of social service for specialized training. If the college which they are attending is located in or near a city of considerable size, it is easy to find an opportunity to do volunteer work for some of the philanthropic organizations. Most of the executives of these organizations can find tasks fitted to college students and are glad of their assistance as volunteers. If the location of the college renders this impossible, it is usually feasible to find some form of work of this nature during the summer vacation. In this way it is usually possible to tell whether the appeal of this form of work is sufficient to warrant undertaking it as a life work. At the same time the student can obtain from the one in charge of his work a frank opinion as to whether he seems to be, by nature and temperament, fitted for it. A frank and conscientious executive is often under the necessity of telling a volunteer worker that he is not likely to make a success of this line of work, and to advise him to enter some other field.

To the student who is contemplating social work as a profession, the truth should be told at the start that it is not an easy life. No greater responsibility can be thrown upon a man than the care of a family that has made a failure of life and must be rehabilitated. It may have been simply sickness or unavoidable misfortune that has reduced the family to its present unfortunate situation, or it may have been the result of unwise decisions and bad habits that have covered years and reduced the family from an earlier position of self-respect and self-support to its present pitiable state. It is no easy matter to change

the habits of years, even though the family must realize that it is to them that the present misfortunes are due. To make an investigation that will portray the family in its period of greatest prosperity requires patience, tact and sympathy. To hit upon those latent qualities which are most likely to bring the family back again to its former high estate, and to formulate a plan by which these qualities can function most successfully requires a high order of intelligence and imagination. A successful investigation means far more than the discovery of the mistakes and bad habits which caused the present downfall. It involves the discovery of other qualities now latent by which the family may work out its own salvation. To discover the broken wiring, or the faulty adjustment in a stalled automobile, is an easy task to that of inspiring the necessary ambition in a discouraged and disheartened family. There is no use denying the fact that social work is extremely discouraging at times. A plan may be formed which seems to promise well for the family, and for a while the efforts of the family would seem to be quite successful when suddenly some unforeseen misfortune, or the reappearance of some bad habit will precipitate another catastrophe, and then the problem must be taken in hand again with perhaps a change in plan. There will be times when most of these families will coöperate splendidly, and again when it would seem as though the day brought little except bad news. To keep steadily at the task under these trying circumstances, and to retain that optimism without which successful work is impossible, requires a high order of courage. In the face of such discouragements that man who has access to the Source of infinite strength and courage will prove most successful.

The social worker must expect to find his reward and satisfaction in the fact that he has done his best, rather than from the thanks and gratitude of those for whom he has worked. A nurse who renews a dressing or gives a bath to a patient performs a service which is appreciated,

and which is just the kind of service the patient desires. A social worker, on the other hand, often finds it necessary to do something other than that desired by the family visited. The client may expect money and get advice, or it may be that the plan which is being followed for this family requires the breaking of habits which have been followed for years. It is unpleasant to give up old habits and form new ones. If the plan works out successfully the family feels that it was their own actions which made it a success. If it fails the blame is laid on the worker. This is to be expected and the social worker, therefore, should look for his gratification, not to the appreciation of those for whom he works, but to the realization that he has done what he could, and that a fair measure of success has attended his efforts.

I. QUALITIES AND TRAINING REQUIRED FOR SUCCESSFUL SOCIAL WORK

The qualities required to make a successful teacher are needed in many forms of social work because the solution of many social questions in the home and family is at basis educational. As the successful teacher studies the individual peculiarities and needs of every scholar, and then with patience tries to stimulate activity and ambition in the entire class, so the social worker must approach each family as a distinct problem and patiently work to secure coöperation and develop ambition. The ability to take pains and to be patient is requisite for any large measure of success in this field.

Few college graduates will be satisfied to remain indefinitely in a subordinate position in any field of social work. As a college graduate begins at the bottom in shop or factory in order to have a first-hand knowledge of these various processes, and trusts to his theoretical training and ability to think straight for advancement, so the social worker must acquaint himself with the various details

and branches of work connected with organizations before he can expect to occupy an administrative position. In addition to familiarity with the work, an administrator must gain two points; first, the loyalty of his workers, and secondly, the confidence of the community. As one of the most difficult problems in social work is to secure from the public the necessary funds, so the public must become convinced that the organization in question fills a distinct need in the community, that it is being intelligently managed, and that the community receives from each dollar contributed a dollar in service. For this end the loyalty of the workers is indispensable.

It is often necessary for the executive head of an organization to appear in public in order to gain the support of a group of citizens for his work. Therefore, he should be able to gather, tabulate and analyze statistical data, marshal his facts in an orderly manner, and present them briefly and forcibly. Since many organizations and institutions receive all or part of their funds from taxation, he should be able to appear at a legislative hearing to state the needs of his work and show the necessity of the appropriation for which he is asking. At the same time he should be able to show that the appropriation under which he is at present working has been expended wisely. There are some able administrators who do not appear to advantage in presenting the needs of their work, but they are the exception rather than the rule and almost invariably deplore their ineffectiveness along this line.

A successful worker in any field will keep an interest in the literature of his subject. He will frequently attend conferences of those working along the same line, and will be prepared occasionally to present a paper dealing with the problems which he has encountered, and try to add some contribution toward the solution of those questions uppermost in his mind.

While it is impossible to suggest in detail the content of the college courses to be chosen by one who has in mind

to select social work as a career, there are, however, certain broad fields of study from which selections may be made with profit. He should early select courses in medieval and modern history, supplementing them with work in industrial and economic history. Elementary courses in both economics and sociology should be elected. They should be followed by more advanced courses upon the border line between economics and sociology, such as those relating to applied sociology, labor problems, immigration, socialism, etc. Some time during his junior or senior year he should take a thorough course in statistics. The ability to read and speak at least one modern language should be acquired before graduation. A good course in psychology is quite important and a course in the history of religion is essential for one who would work among the foreign-born. All of these courses are tools for his future work. Further cultural courses which will acquaint the student with the best in literature and give him the ability to read with discrimination, to write clearly and to think straight should be selected. With this as a background the student is in a position to follow with profit one or more years of professional training for his chosen work.

II. COMMUNITY PROBLEMS

The objects of social work are two-fold: First, to make possible an ampler life for the individual; second, to improve the environment of the community in which he lives. In the earlier developments of social work more attention was given to the individual, but within recent years it has become increasingly apparent that many of the evils from which the individual suffers may be traced to unfortunate conditions in the community. As a result, even those workers whose ordinary activities are confined to the individual or the family are forced to take an increasing interest in community problems.

(A) HEALTH

Boards of Health and Health Centers. Of the community problems demanding the attention of experts, none is more pressing than that of public health. This service requires men who are not only trained in general courses in physics, biology and chemistry, but who have taken more advanced courses in bacteriology, sanitation and public hygiene. To meet this need universities are, in some cases, inaugurating departments of public health for the training of experts along these lines. There is a demand for men who will take charge of a department of public health for a city and organize the preventive work in that community to the end of reducing the morbidity and mortality. The inspection of milk and food supplies, the condition of restaurants, hotels, and barber shops, should be included under this department. The examination of the water supply, the pollution of streams, the control of mosquitoes, is part of the activity of such a department. The graduate of a medical school enjoys a distinct advantage in entering work of this character. The administrative officers of State Boards of Health have considerable powers and through investigations and publications can do much to improve the sanitation and health of our communities. Although these offices are, to a considerable extent, political, there is an increasing tendency to appoint well-trained and competent men to these positions. Many of the minor positions, such as inspector and bacteriologist, are filled as a result of competitive examination and the appointees are protected by civil service rules. The ability to make a thorough investigation and carefully to record the facts are required in a subordinate position of this kind. To those who possess this ability and are willing to work hard the road to considerable advancement is not closed. Health Centers have been established in many cities where the attempt is being made to

demonstrate the possibility of reducing quite materially the amount of sickness in a community. Several national organizations are employing experts in the field to study the causes and extent of certain diseases with the end of reducing or eliminating them. There are few fields in which the demand for trained men has increased more rapidly in recent years than in that of public health.

Tuberculosis. There is no single disease to which the attention of the community has been directed with greater emphasis within recent years than that of tuberculosis. The extent of this disease and the fact that it attacks individuals at the period of maximum earning capacity, and that it usually results in a long and lingering illness, has directed attention to it. The publicity which has attended the Christmas sale of Red Cross seals has probably given this disease more public attention than any other. In almost every state there is a Tuberculosis Association occupied in instructing the public with regard to this disease. Inasmuch as tuberculosis is due, to a considerable extent, to improper living and working conditions, a campaign of instruction carried into the home, school and work-shop can do much for prevention. These associations require the services of administrative officers who can conduct such a campaign of education and publicity. For those who have completed a course in a medical school there are the opportunities to become superintendents of the sanatoria which are constantly increasing in size and numbers in this country.

Hospitals and Dispensaries. Most of the large hospitals in cities of considerable size in this country have a man for superintendent. In most cases this position is held by one who is a graduate of a school of medicine. These are positions of great responsibility and men who possess the medical training, the administrative ability, and the tact required are hard to find, and a competent superintendent may expect to receive a considerable salary.

Within the past few years social service departments have been started in many large hospitals and dispensaries, but most of the workers are women who have received definite training in this work in addition to the more general course in a school of social service. Their duties are, in many ways, similar to those of a visitor and case worker of a Charity Organization Society.

Housing. It has long been recognized that one of the causes of sickness and lowered vitality is improper housing. Tenements with dark and unventilated rooms are likely to be breeding places for tuberculosis. Rooms in cellars and basements are not desirable living quarters. Without proper provision for running water and toilets, tenement house life is unsatisfactory. With flimsy construction and wooden stairs these tenements are likely to become death-traps if a fire starts and gains headway in them. As a result of this it has been found necessary to pass regulations governing the erection and maintenance of tenement houses that they may be proper habitations. This requires constant inspection of buildings in course of erection to see that they comply with the law, and the inspection of occupied tenements to see that they are so maintained as to be fit for habitation, and that all nuisances are abated. Those in charge of these departments have an opportunity for very real service, and those who begin at a fairly small salary as inspectors may hope in time to rise to positions of greater responsibility.

Societies for Mental Hygiene. Very few states at present are without an organization whose principal duty is to assist those who are mentally deranged. There are many persons in our communities who would at one time have been considered simply queer. They find it difficult to fit into any normal environment and are a source of constant care and anxiety to their family and friends. Just what to do with them is a problem which the average individual is unable to determine. It is the function of these societies for mental hygiene to make careful exami-

nations of these abnormal individuals and to give expert advice to their families. Mental ailments of this kind are those with which the average individual is perhaps the least competent to deal and must depend upon expert advice. The expert employed by such a society can advise a family whether the case is one requiring institutional treatment, what is the best institution for the particular individual, and then assist in the steps required for legal commitment. To fit a worker for a position of this kind requires, of course, peculiar medical and institutional training, but the opportunities for real social and community service are very large.

Societies for Social Hygiene. A question in which morals and health are closely associated is that of social hygiene. The war presented to the people of this country the astounding prevalence of the social diseases and aroused in them the determination to do something to reduce this evil. State societies were organized and with the coöperation of Boards of Health a campaign of education by means of motion pictures and lectures was begun. With the financial assistance of the Federal Government women's reformatories in many states enlarged their hospital facilities to care for diseased women. Clinics for the treatment of these diseases in both sexes have been opened in many of our large cities. Shop talks are being given to bring home to the workers the prevalence and insidiousness of these diseases.

In focusing the attention of the communities upon this evil, and in organizing and directing the efforts being made throughout the country to meet this situation, men who are forceful speakers and possess executive ability may find employment.

(B) RECREATION

Community Service. The late war showed the necessity for wholesome recreation in the large army camps and

the cities near them. A considerable proportion of the leisure time of our people is given over to recreation and many of the forms have become commercialized. The provision of recreation in this leisure time has become a matter of business, the principal motive of which is to make money. The people have demanded amusement, but have apparently forgotten how to amuse themselves. Their working hours are somewhat monotonous and they demand excitement in their hours of leisure. This has opened the way to many abuses. There are thousands of men and women in our large cities who are practically homeless. They live in boarding houses and after the day's work is over go out on the street in search of recreation and excitement. They spend much of their time in saloons, billiard rooms, in dance halls, and in motion picture theaters. The demand for relaxation and a change is quite justifiable and in many cases little fault can be found with the places they patronize, but where the principal motive back of these commercial enterprises is financial gain, it is but natural that abuses should creep in. Recognizing the necessity for legitimate recreation, our communities have set about the task of eliminating the most apparent evils connected with the misuse of leisure. The saloon as an institution has been abolished. Public dance halls are, in many places, being supervised. Motion pictures are being censored. The responsibility for providing clean and decent forms of recreation is being recognized. With the abolition of the saloon as a meeting place for men has come the obligation of providing some substitute for this, and in many places community houses are being opened. These provide opportunities for reading, writing, rooms for different games of skill, an auditorium for concerts, community singing, folk-songs, folk-dances and amateur theatricals, with a floor to be used for dancing. To manage community houses of this nature has offered a new and large opportunity to trained men. The demand has exceeded the supply and it is not an easy matter

to find a man who combines the qualities required for the successful administration of such an enterprise. As our communities recognize their responsibilities along these lines, the demand for trained leadership is sure to increase. Some idea of the many lines into which this service may lead may be gained from the following extracts from a bulletin sent by the Secretary of Community Service (Incorporated) to their workers outlining the field of work:

"The contribution of Community Service to the leisure time needs of the members of a community, with the development through the community itself of a community recreation program, is along the lines of social, recreational, educational and cultural interests. In meeting community needs, cities are developing, among others, the following forms of organizations and activities:

Recreational and Social Activities Through Neighborhood Organization.

Neighborhood organization through which the people of a neighborhood join forces in a unit organization to meet their own needs. Social and recreational activities developed through neighborhood organization include:

Organization of neighborhood committees
The bringing together of neighborhood groups of employers and employees for civic purposes such as securing of more playgrounds
The use of school buildings and other meeting places, such as libraries, as neighborhood recreation centers
Play in vacant lots
Street play centers
Block dances and parties, emphasizing the participation of the older as well as the young people
Teaching of dancing to beginners
Church hospitality and church suppers
Neighborhood picnics and outings
Dramatic clubs and storytelling
Recreation clubs

Neighborhood singing groups
Parent-Teachers' Associations
Dry saloons
Backyard play

Special Group Activities

Permanent service for the Army and Navy
Service for merchant marines and longshoremen
Recreation work for colored citizens
Citizenship work for foreign born
Emphasis on community activities for industrial workers
Rural community service
Organization of children into Junior Community Service Leagues

Educational Activities

Forums
Mass meetings with popular subjects presented by local ministers and outside speakers

Art and Cultural Interests

Community, neighborhood and special holiday celebrations
Community singing, choruses and choral clubs
Noon time singing in factories
Band concerts
Community opera
Organ recitals
Orchestras
Community theaters
Play-writing contests and stimulation of local talent
Community pageants
Art exhibits designed to develop local talent
Popular entertainments
Lyceums, lectures

Physical Recreation

Evening use of playgrounds for working boys and girls and adults

Public School Athletic Leagues
Athletic leagues
Gymnasium classes
Athletic fields
The promotion of a broad physical education program
Physical efficiency tests
Promotion of sports such as:
Coasting, skiing, skating and other winter sports
Facilities for skating in winter and for swimming and water sports in summer
Soccer, football, field hockey and similar games
Twilight baseball for boys

Physical Facilities

Summer camps
Municipal bathing beaches
Swimming pools
Parks
Public drinking fountains
Public comfort stations
Community rest rooms
Memorial buildings
Public golf courses."

Playgrounds. Childhood is preëminently the time for play, but in the congested sections of our cities the opportunity for it is very limited. With land so valuable that every available foot is wanted for buildings the chances for out-door play are confined, to a considerable extent, to the sidewalks and streets. The streets are being used more and more by automobiles and heavy trucks so that the playing of games in them is out of the question, and children running on the sidewalks are an inconvenience to the pedestrians. Accordingly it has been found necessary in our large cities to set aside open spaces in the midst of the congested areas for purposes of play. In many cases they are equipped with a running track and out-door gymnasium apparatus. It was soon

apparent that children on these playgrounds must be supervised and during the summer months large numbers of college men with some experience in athletics find employment in this work. Their duties are to keep order in the playground, protect the children from injury, supervise their games and teach them new ones. There is an increasing tendency in our cities to have an athletic director connected with the public schools. Their duties are to give setting-up exercises to the school children, to coach the teams in the various sports in the schools and instill into the scholars the spirit of clean sportsmanship. Some of these directors have taken courses in physical training, but many of them are college graduates with a good record in athletics at their institution.

(c) INDUSTRIAL WELFARE

A very extensive field for work has been opened by modern industry in its attempt to secure the health, safety and comfort of its employees. This is somewhat aside from most forms of social work, but is included in brief in order to complete the picture. Many employees are inefficient and unhappy in their work because they are not engaged on the right job. To avoid this many large industrial establishments are hiring trained psychologists who make tests upon the present employees and new employees in order to determine the type of work to which they are best fitted. When the employees have been satisfactorily placed, efforts are made to safeguard them against occupational diseases and accident. The attempt is made to secure the proper humidity and temperature of the workrooms, to guard them against poisonous fumes and gases, and carry away dangerous dusts or filings. Safety devices are attached to machines. In these efforts to guard against accident and injury the companies are seconded by the inspectors of insurance companies, who are always anxious to eliminate risks. Operating-rooms

and rest-rooms are provided in which a physician and nurse are in attendance, and the employees are encouraged to consult the physician at other times than when suffering from an injury. Proper wash-rooms, lockers and toilets have been introduced, and in many places rooms in which the employees may eat the lunches which they bring or have served to them at cost. Playgrounds are provided and in many cases a summer camp is run for the employees. A building is often provided for educational and recreational purposes. Classes in English and Americanization work are carried on in it. The end for all these forms of activity is to assure an intelligent, healthy, efficient and contented body of employees. To introduce and supervise these varied activities requires trained men. Although certain of these activities are far afield from ordinary social work, yet other lines are quite closely related to it. The increase in the demand for experts along these lines has been very great in the past few years.

(D) MORAL AND RELIGIOUS

Rescue Missions. All the cities of considerable size in this country are confronted with the problem of the homeless man. In most cases he is a human derelict, unwilling or unable to earn a livelihood, and drifting from place to place when he has worn out his welcome in one community. In most cases drink has been one of the principal causes of his present unfortunate condition. Sometimes he does odd jobs, but more often begs for a living. The question of food is a comparatively simple one, but to obtain a lodging presents more difficulties. Municipal lodging houses, wayfarers' lodges and accommodations provided by charitable organizations where lodgings and meals may be obtained in return for work of some sort, have helped to solve one side of this question in many communities, but it has failed to reach the heart of the matter. It simply furnishes these men with a resting

place for a night or two until they can continue their journey to another town. It does little to change a man's attitude, to persuade him to give up this life for something better, or help him to overcome the habits which have brought him to his present unfortunate condition. The Salvation Army and Rescue Missions in our large cities have tried to reach this man by the religious appeal, and to encourage and assist him in the struggle which is bound to come when he tries to give up these habits which have enslaved him. One of the slogans of the Salvation Army has been that because a man is down is no reason why he is out, and the members of this Army have gone into the saloons and places where these men congregate at all hours of the day and night in an effort to reach and reform them. They have begun the work through religious meetings in the open air or in their halls, and when they have found a man who was willing to try to come back and make something of himself he has been taken to the Industrial Home where work has been found for him and he could be kept under supervision. Many men in these homes have joined the Climbers' Club composed of those who have pledged themselves to give up drink and try to climb back into decent manhood. After keeping these men for many months in these homes work is found for them on the outside and in many cases they become volunteer workers for the Army.

In many cities Slum Posts or Rescue Missions are maintained in those sections of the city where these homeless men congregate, and an attempt is made at reformation through religious meetings, personal interviews, and a general helpfulness on the part of the pastor or superintendent who holds out a helping hand to these unfortunates. The young man who would make a success of this type of work must possess unbounded optimism, sympathy, and patience. With the improvement in the enforcement of prohibition, one of the principal causes for

the existence of this unfortunate group will be removed, but we shall never be entirely free from those who, for one cause or another, have become discouraged, lost their ambition, and gradually drifted into this apparently hopeless condition. There will always be work for those who are brave enough to tackle this job.

Temperance Work. For the past fifty years an increasing group of men in this country have devoted their energies to the fight against the saloon. As a result of their platform work, joined by the conviction of many large employers of labor together with many labor union members this movement gained impetus. The testimony of physicians and scientists, boards of health, and insurance companies was all to the same end. When we learned that the drink bill of this country approximated two billions of dollars a year, and when during the late war we were confronted with a shortage of food stuffs, the great middle class of this country became convinced that the manufacture and sale of intoxicants as a beverage must cease. Although the amendment to the Constitution is accomplished, the enforcement of the act is far from satisfactory, and we have illegal distilling, illegal transportation, and illegal sale of liquor in many sections of the country. As a result the Anti-Saloon League and kindred organizations find their work far from completed and much of their energy is now being devoted to the passage of necessary legislation in the states, to the problem of enforcement, and to the question of what is to take the place of the saloon. It is likely that the demand for active men in this line of work will continue for some time.

Institutional Churches. It has long been recognized that the church as ordinarily conducted did not meet certain conditions. This was particularly the case in the downtown sections of our cities. The regular Sunday services and prayer meetings had their place, but if these church buildings were adequately to meet the needs of

the population in these districts they must be open for more than a dozen hours a week, and must include other types of work. Accordingly club rooms and reading rooms were opened, and in many cases the pastor or assistant pastor became rather a club leader or settlement director. He gave his time to making this building a community center and through clubs, lectures and discussions, tried to instill community spirit. Classes in sewing, cooking, and music were added in many cases. Athletic teams were organized and in many cases a summer camp was maintained. To conduct the varied activities of an institution of this sort requires training very different from that given to the ordinary minister. It requires knowledge of a community, or community needs, of club work, of play and recreation, and is quite like the work of community service on a small scale. Work of this sort should appeal to many college men who do not feel called to take up the work of the ordinary minister, but who desire some form of Christian service. Men who have had some experience in athletics and have enjoyed work in a boys' club or as a volunteer worker in a settlement during their college course, are quite likely to feel the appeal of this type of work. One great requisite of success along this line is the ability to make and keep friends. A man must be a good mixer if he would hold the confidence of the groups which he is likely to gather about him in such work.

(E) SOCIAL SETTLEMENTS

In most of our large cities will be found sections where most of the population is composed of those of foreign birth or parentage. The opportunity for the residents of these sections to come in contact with those of the community who represent the finest type of citizenship is extremely limited. In order to provide a point of contact between these diverse elements in our population

the settlement idea was developed. Beginning with the University Settlement in New York over four hundred social settlements are now in existence in this country.

The service which a social settlement renders is extremely broad, and includes an active interest in the problems of the individual, the family, the neighborhood, and the city. Individuals come to the settlement seeking primarily recreation and education, and if the membership of a settlement is to be built up these needs must be adequately met. Therefore, recreation work is one of the leading regular activities of every settlement. The headworker will also be presented with family problems, principally on account of health or financial distress, and must be in a position to render assistance or refer the family to the proper agency. Through the membership and activities of the settlement it is possible to secure accurate information with regard to existing social conditions in the neighborhood, and at the same time through the stimulus of the settlement develop self-expression and neighborhood expression. The settlement fails in its duty to the community if it does not stimulate the immigrant to give his best to his community and to the country of his adoption. This is done by instruction and contact with the finest types in the community. Through the musical and dramatic work of the settlement much may be done to raise the cultural taste of a community, and often exceptional talent along these lines is discovered and developed. In a word, the community is helped to find itself.

The lines of activity in a large settlement house are quite varied. A considerable portion of the work is done through clubs usually in charge of a volunteer worker. These often include clubs composed of men interested in serious questions and the affairs of the neighborhood, Mothers' clubs, and some clubs of boys and girls. Classes in cooking, dressmaking, millinery and housekeeping are

often maintained. Athletic work is a part of almost every settlement, and in most cases gymnasium facilities are provided in the house. A branch library is often maintained and hours are devoted to reading and story telling. In many settlements considerable musical work is done and classes in piano and violin playing and in group singing are conducted. The residents of the neighborhood who attend the settlement are encouraged to take an interest in the problems of the community, and many reforms have had their inception in an active settlement. The position of head worker in a social settlement is one of great responsibility. He must be able to attract the right type of men and women as both resident and non-resident workers in the settlement. He must take a keen interest in the welfare of the neighborhood and be respected as a leader by those in the neighborhood. He must possess to an extraordinary degree executive and organizing ability. He must be willing to work hard because the hours are long and the number of matters coming to him for decision and settlement is large.

For a man who possesses the qualities required there are few positions in which one can do more for a community than as head worker in a settlement. The number of men who can fill positions of this kind is never equal to the demand for them. In *The Compass* for April, 1921, is the following note: "Just at present there seems to be a distinct shortage of high grade trained men or women for settlement work. Half a dozen jobs from Cleveland, Minneapolis, Boston and New York, paying from $2,200 to $3,600 and maintenance, have remained unfilled for some time. It seems a pity that at a time of so much general unemployment, one of the oldest and best known fields of social work should be faced with a shortage of trained people."

In addition to the position of head worker many of the larger settlements employ an assistant head worker,

an athletic director, and directors of club work. It is possible for students in colleges located in large cities to have experience as volunteer workers during their college course and determine whether this type of work appeals to them, and whether they are likely to succeed at it as a life work. A conscientious head worker is usually ready to encourage those who are likely to succeed along this line of social service, and to discourage those who, from certain temperamental defects, are not likely to prove successful. Those who are planning to enter this type of work should specialize in courses dealing with the economic, social, and political conditions and history of this country.

(F) COUNCILS OF SOCIAL AGENCIES

Many of the large cities of this country have, within recent years, been confronted with two problems in the field of philanthropic work. There has been a feeling that with the multiplication of social agencies there might be considerable duplication along some lines while there were other sections of the field that were not being adequately covered. In order to meet this need councils of social agencies have been formed in many cities to limit the fields of the different organizations, to raise the standard of the work, and to assign to the proper organization any new piece of work which it seemed wise to undertake. At the same time it seemed advisable to regulate in some way the raising of funds for the various organizations working in the community. The task of raising the money required for these organizations was not an easy one, and the burden resting upon the directors became well-nigh intolerable. At the same time the community became impatient when drive succeeded drive for these organizations with astounding frequency. Each organization appealed to the same small group of givers in the community and it was felt in many places that the time had come to

have one annual drive for all the social agencies of the city and to endeavor to increase the number of contributors. With this end in view the Council of Social Agencies and the Community Chest were in many places linked together and an annual drive for funds was made. This fund was then assigned to the different agencies according to the importance of the work done and the accompanying expense. This form of activity is comparatively recent, but it is evident that a man of wide training and experience is required for an executive position with one of these Councils of Social Agencies. He must be able to see things in a broad way and to include the needs of the entire community in his vision.

(G) COMMUNITY SURVEYS

In many communities the number of social organizations and the expense of supporting them has increased so rapidly within recent years that the citizens have felt impelled to take account of stock and endeavor to determine how well the field is being covered, and whether the need exists for all of the present organizations, or whether more should be formed. This requires a careful and systematic survey of the community. Several large surveys like those of Pittsburgh and Springfield have been made, and a number of surveys upon particular topics such as the vice surveys in a number of our American cities. To take charge of a piece of work of this nature requires a man of wide statistical training and experience. He must know the facts it is necessary to learn, be able to prepare the inquiry blanks, apportion the city, take charge of the actual enumeration or study, plan the tables, take charge of the tabulation, and if necessary make the statistical analysis. Few communities possess men capable of taking charge of a piece of work of this kind, and there is always a limited demand for experts who are capable of filling such a position.

III. THE FAMILY

(A) FAMILY SOCIAL WORK

There is one type of social work in which the unit is the family. About forty years ago the movement for the establishment of charity organization societies began in this country. In the beginning they were little other than associations to organize the relief work which was being done by different organizations which dealt with families. The principal idea was to avoid duplication in work. Since then, however, the idea underlying these organizations has changed until, under a variety of names, they have become the principal societies doing family case work and social work in the cities of this country. They were called originally Charity Organization Societies, Organized Charities Associations, and Associated Charities. During recent years the name of "Charity" has fallen somewhat into disrepute and in selecting a new name for these societies the attempt has been made to stress the family end of the work and to avoid the word "Charity." The activities of these organizations do not consist merely in giving relief, but rather in the attempt to place the families in a position where they will be ultimately self-supporting. Relief may be necessary for a longer or shorter time, but this is merely incidental to the rehabilitation of the family. Work of this kind requires the intensive investigation of a family. It is not merely the attempt to discover and record all the faults and defects in the family, but rather to determine its latent possibilities, and to devise some way by which this family may become in time a self-respecting and self-supporting group. The corner stone of any such organizations must be careful and painstaking case work. The worker must be able to discover, not alone the causes which have brought the family to its present unfortunate

situation, but the latent resources of the family which may be called forth to make it function properly. In many forms of social work good case work is necessary, but it is the very life of an organization of this sort. There is no problem which can call forth the highest qualities of a worker, or challenge his best endeavor to a greater extent than when presented with the problem of a family which has made a sorry failure out of life. No one is fitted to become the secretary of such an organization until he has been trained in the technique of case work and has had active experience in it. He must understand the necessity for a thorough investigation of each case, and from the interpretation of the evidence on the record be able to make a proper diagnosis. In this he will require the assistance of a case committee, and must be able to enlist a group of volunteers who will give loyal and regular service to this work. He must gain the coöperation of those engaged in other lines of social work in the city because an organization of this sort depends, to a considerable extent, upon assistance which can be rendered by workers in other lines. The Civic Protective Association may help with the wayward girl, the probation officer with the boy who is hard to manage, the Dispensary must help with the suspected case of tuberculosis, the Visiting Nurse must come in for sickness, and the Children's Aid Society must help in finding a suitable home for a baby. The secretary is also interested in any community problems which are making family life difficult. He is interested in public health, in pure milk, in decent recreation, in the employment situation, in the conditions and rentals of tenement houses, in the workman's compensation act, and in the countless conditions which affect family life. He may find it necessary to assist in placing an insane parent, a feeble-minded child, or a tuberculous mother in a suitable institution. He must be able to keep the work of his Association before the public in such a way as to make easier the

task of raising the funds required for the work. In many organizations a considerable share of the responsibility for raising the funds rests with the secretary. There are more paid workers in this line of work than in any other type of organization doing relief work in this country, and the opportunities for well-trained men are large.

Closely allied with this work, and uniform with it in so far as the unit is the family, is Mothers' Aid, or Widows' Pension work. The feeling is growing in this country that the presence of a widow with young children is required in her home, and that it is a mistake to expect her to earn her own living in addition to bringing up her children. It is also felt that she should not be dependent upon assistance given by a charitable organization, but that it is the duty of the state to provide sufficient funds to enable her to stay at home and bring up her children properly. Eligibility for a widow's pension varies in different states. In some states deserted wives are entitled to support. In some cases the pension rests upon the citizenship of the father, but as a rule pensions are granted when the mother is a suitable woman in a proper home with young children, and without the income required for a decent standard of living. The determination of these points requires careful case work and frequent visitation in the home after the pension is granted. The proper administration of a fund of this nature requires adequate supervision from the central office and the standardization of the work throughout the state as a whole. There are various methods in force for the investigation and visitation in the local communities, but whatever be the method a trained executive is needed in the central office.

(B) DEPARTMENTS OF PUBLIC CHARITIES

A position which requires many of the same qualities needed by the Executive Secretary to a Charity Organi-

zation Society is the Superintendent or Commissioner of the Department of Public Charities in our cities. A large share of the work of these departments is with families. They dispense outdoor relief to families in their homes, and also have charge of the charitable institutions maintained by the City. Medical attendance in their homes and care in hospitals is furnished by the City in a good many cases, and pauper burials are usually in charge of this Department. The work requires a person familiar with case work and possessing administrative ability. At present most of these positions are filled by men who have had little or no experience in relief work, but who have obtained the position as a reward for political service, or who have been successful in administrative work along some other line. An encouraging sign in the past few years has been the appointment to these positions of men who have had experience in social work, and it is probable that in the future an increasing number of communities will demand that the persons placed in charge of their Public Charities shall be men who have had experience in some related work.

IV. The Child

(a) children's aid societies

In every state there is a considerable number of children who, as a result of the death of their parents, of improper home conditions, or of wayward tendencies, can no longer be kept in their own homes. In some cases these children are placed in institutions and in others they are boarded in suitable homes, or in some instances given in adoption. Almost every state has a society whose business it is to investigate the home, to study the child, and to find a suitable home for it. Successful child placing renders three services to the child. In the first place it makes a careful study of each individual child based upon physi-

cal and mental tests to determine whether the child is normal, and whether any minor operation such as one on adenoids or tonsils is required before the child can be placed in a suitable home. In case the examination discloses distinct mental subnormality it may be necessary to place a child in an institution. If, however, the child is normal, the second task is the selection of a suitable home for it. The Society, through its visitors, is continually inspecting and tabulating homes and that one is selected in which the child is most likely to succeed. The third task is the continuous visitation and inspection of this home to determine that the child is making satisfactory progress. This work requires skill and intelligence and the direction of a Society of this nature offers a large opportunity to the right man. The demand is constantly greater than the supply and there is always competition for the man who possesses the qualification and training required for the position.

(B) BOYS' CLUBS

The external factors with the most influence upon boys are the home, the school, the church, and the street. In many cases the influences of the home are far from stimulating to boys, and especially with children of foreign-born parents there is a tendency of the child to consider his parents as back numbers and to be unwilling to take their advice or follow their example. These children feel that if they are to succeed in this country it must be by adopting American customs, and they feel that in many respects their parents are un-American, and that the advice they receive at home possesses but little value. The school does its best to train these children to become useful citizens and the attempt is made to place the strongest teachers in the foreign-born sections to influence their pupils. The attempt is made through parent associations to enlist the support of parents to work with

the school, and to carry the school training over into the home. The influence of the street is not always of the best and playgrounds under proper supervision are established to avoid the dangers of the city streets. But with all these influences there is the need of something more to keep the city child from becoming the member of a gang. Boys are gregarious by instinct and have a supply of surplus energy which is likely to lead them into bad practices if no suitable channel can be found for its activity. The best answer seems to be to transform the gang into a properly housed, well regulated, and suitably supervised club. There are few large cities in this country which do not possess one or more boys' clubs with a trained superintendent, and in many cases with an assistant superintendent and athletic director. Much of the work is done by volunteers who attend the club for one or two nights a week to take charge of some particular group in which they are interested.

Athletics always play a large part in the activities of such a club and baseball, basketball, and football follow one another in stimulating interest and teaching team play. The superintendent must know his boys personally and be able to share their problems and direct them in their difficulties. He must be able not only to gain the confidence of the boys, but to arouse and keep the interest of those who give their services as volunteers. The success of a superintendent of a boys' club depends to a very considerable extent upon personal qualities which cannot be imparted by training.

V. THE DELINQUENT

(A) PROBATION WORK

Although the number of those with anti-social instincts in our communities is comparatively small, yet the trouble and expense to which we are put by their presence is

out of all proportion to their numbers. Beginning at a comparatively early age, the number of persons convicted of offenses against our laws increases to a maximum at about the age of twenty-five. Our jails, reformatories, and prisons have a population of about a hundred thousand, and about a half more than this number are annually committed to these institutions. Twenty years ago a person convicted before one of our courts was either dismissed with a reprimand, fined, or sent to jail or prison. When we finally grasped the idea that the ends of justice were better served by reformation than by punishment, and that to sentence a man to thirty days in jail served little purpose but to enable him to associate with those who were worse than he was, we looked around for something better than a jail sentence. This was found in probation. Under the old system there was no intermediary between the prosecuting attorney and the judge. A boy arrested for theft was kept in the police station over night, brought to court in the morning, his case was tried in the open court and he was discharged or perhaps sent to the Reform School. Under the modern methods the case is reported to the probation officer who is a social worker rather than a police officer. He visits the home, interviews the boy, his parents, his teachers, and finds out what he can about the neighborhood and his associates. Two or three days are allowed for this investigation and in the meantime the boy stays either at home or in some children's building. He comes to the hearing in response to a summons and his case is heard by a juvenile court judge, or a judge in a court of domestic relations, with no one present except those interested in this particular case. The probation officer tells his story and makes his recommendation to the court. The judge listens to this and if it is the first offense will discharge the boy with a warning to him or to his parents, or may place him upon probation for a number of months. In the latter case he reports regularly to the probation officer and brings him weekly

a card showing that he has been regular in attendance at school. In addition to this the probation officer visits the home and perhaps obtains for the boy membership in some boys' club in the neighborhood of his home. In a large proportion of such cases the boy is straightened out and never again comes into contact with the authorities.

Under the old method it frequently happened that a man who was in the habit of becoming intoxicated or who failed to support his family was sent to jail. As a result all income of the family ceased and it became dependent upon public or private charity. Under the new method the man is placed under probation and ordered to pay a certain amount weekly for the support of his family. In the meantime the probation officer does his best to encourage the husband and remove the friction which may have existed in the home.

The result of probation has been to reduce the number of jail commitments and in some states some of the jails are no longer tenanted. There are at present about two thousand parole officers in this country and when the selection and tenure of these officers is not dependent upon politics, it offers a very attractive field for college graduates. The University of Minnesota has offered a course of training for parole officers. In most of our states the tenure of office is reasonably certain and fair salaries are sure. It would appeal to many to feel they were working for one of the three great branches of our Government. This work is in no way dependent upon the philanthropy of wealthy contributors, but is a part of our judiciary system. The work is bound to grow, and since in most of our large cities it is performed under good supervision, the opportunity for real training is assured. The probation officer does not work single-handed in his efforts to reform those committed to his charge, but has the assistance and coöperation of social workers and agencies in a variety of fields. There is much to encourage the

worker in his daily tasks because when his job is efficiently done he sees the results of his labors almost at once in reconstructed individuals and homes. The opportunity for advancement to supervisory positions and to the work of chief probation officer in a large city or state opens continuous avenues of advancement to industrious and efficient workers. Although connected with the courts a probation officer is essentially a social worker. College graduates who wish to enlist in humanitarian and reform work would do well to consider the opportunities offered along the line of probation work.

(B) REFORM SCHOOLS

Most of the states in this country possess at least one school maintained by the State to which boys between the ages of eight and fifteen who have shown wayward and criminal tendencies and have not responded to probationary treatment may be sent. Boys are usually committed to these schools under an indeterminate sentence by which they may not be kept beyond a certain maximum age, but may be paroled at an earlier age at the discretion of the directors of the school. Years ago these schools usually consisted of one or more large congregate buildings situated in a fairly good-sized yard which was surrounded by a wall. To this type of institution there were many objections. The life of the boys was regulated by the stroke of a bell. Everything was done at wholesale and far removed from the conditions prevailing in the family home. The little world of the inmates was bounded by the high wall which surrounded the school. From such surroundings the boy was likely to come forth institutionalized no matter how satisfactory the educational facilities were.

Under the modern régime a school of this sort is located in the country upon a tract of land comprising perhaps hundreds of acres. There will be one central adminis-

tration building and another central plant for the vocational work, or other joint activities of the institution, such as laundry. The boys, however, will live in small cottages in charge of a matron or possibly a man and wife where conditions will approximate those of a large family. Each cottage will have its own garden and in some cases a separate barn. These units are, to a considerable extent, self-supporting. By means of a number of small cottages it is possible to stimulate rivalry among the groups and to develop a spirit in which every boy is anxious to have his cottage the best in the group. Interest in education is promoted by spelling matches between different cottages, and prizes can be offered for the best vegetables raised on these farms. By a system of credits the supplies furnished each cottage are conserved and the excessive breakage of dishes is avoided. Athletic events can be arranged among the boys in the different groups. Conditions on such a farm are quite different from those in the old congregate institution located in or near some city.

To become superintendent or assistant superintendent of such a school offers a wonderful opportunity to a man who understands and is interested in boys. In addition he should possess considerable administrative and business ability.

Another interesting piece of work in connection with these schools is that of parole officer. At the time of the commitment of a boy he should be given a careful physical and mental examination and a social study should be made of his home conditions. A copy of this evidence should be sent to the institution to furnish a background for the study of the boy while at the school. When the time for the release of the boy approaches it should be the duty of the social worker or parole officer to determine the circumstances under which the boy may be returned to the community with the greatest likelihood of success. It may be that the conditions and associations in his home

community are such that it will be unwise to return him to the place where he originally got into trouble. In that case employment should be found for him in some other community and a proper boarding place secured for him, but when this is done the boy must not be left to his own resources but should be visited from time to time by the parole officer and should report regularly to the institution. The boy should be encouraged to look upon the parole officer as a friend ever ready to give him advice and assistance, and to come to his aid in time of trouble. To establish and maintain this relationship requires a rare combination of qualities, and a good parole agent is one of the most difficult workers to secure.

(c) REFORMATORIES FOR MEN

At one time in this country there were no institutions to which those over the age of commitment to reform schools could be sent except the county jails and state prisons. The former were usually maintained for those convicted of a misdemeanor, and the latter for those found guilty of a felony. About all that was expected of the county jail was to hold the inmates secure and to obtain some work from them. There was no attempt at classification of inmates and since they were committed for short sentences little was done to teach them a trade. A considerable proportion of the young men given jail sentences had never learned a trade and the very fact that they were unskilled laborers with uncertain employment contributed to their irresponsible life. This situation brought the conviction that if men of this type were to become responsible members of society they must be taught a trade at which they could earn a decent living, and that the habit of irregular employment must be broken. With this end in view most of our states have established reformatories for young men between the ages of sixteen and twenty-five or thirty to which this type of offender

may be sent. Here they are taught habits of regularity, obedience, and industry. One of the fundamental principles of an institution of this type is that during his period of confinement every man shall be taught the principles of a trade in order that he may become self-supporting when released. At the same time he is taught habits of regularity and learns to keep the hours of the ordinary employed workman in order that these same habits may be carried over into his life when released. In addition he is instructed in the ordinary grammar school branches. In many institutions all of the work of erecting new buildings, including brick-laying, carpentry, plastering, plumbing, steam-fitting, and painting, is done by the inmates as part of their training.

In some of these institutions military drill is introduced to teach a quick response to word of command and train the men in erect carriage of the body. In addition to the trade schools education in primary branches is given. Athletics are allowed on certain days and practically the entire population of the institution gathers as spectators. The position of superintendent of such an institution is a responsible one. In addition to the task of giving general supervision to all these lines of activity it is his duty to recommend to his board the inmates who, in his opinion, are worthy of parole. There is a tendency at present to keep these positions out of politics, and the salary and nature of the responsibility is such as to attract men with a college degree. It would be advisable for a graduate to become connected with such an institution in a minor capacity and become acquainted with the various branches of the work in order to fit himself for advancement. The man who does this and shows that he possesses industry and administrative capacity in addition to the ability to gain the confidence and respect of the inmates may expect to obtain in time a position of responsibility in this line of work. As is the case with the Reform School, the work of the social worker and parole officer

is of very great importance because the real test of the success of an institution depends upon the lives led by the men who have been released from the institution. Every superintendent is anxious to have a parole officer who can gain and hold the confidence of the men on parole. His task is by no means an easy one because, in addition to the general oversight of the men, he must assist in finding employment for them.

(D) STATE PRISONS

The average age of the inmates of State Prisons is somewhat higher than that in the reformatories, and as a rule the inmates are more hardened criminals. The length of sentence is usually longer and men serving a life term are to be found in all of these institutions. As a rule less attention is paid to teach a variety of trades in these institutions, but more to make them as nearly self-supporting as possible. The salaries in these institutions are attractive and usually include maintenance. In many cases, however, politics plays a part in the choice of warden. In all institutions of this kind appropriations must be obtained from the state legislature and in most cases the administrative head of the institution is expected to assist the board of directors in obtaining the necessary funds for maintenance, and occasionally an extra sum for new construction. The type of official is desired who makes a good appearance before the Appropriations Committee and is able to present his needs forcibly and briefly.

(E) JAILS

As maintained at present in most sections of this country, the county jails do not offer much of an opportunity for a college graduate who wishes to engage in social service. There is no question as to the need for improved management and a livelier interest in the inmates on the

part of the officers, but at present these positions may be classified as political and do not offer a very promising outlook to a young man who wishes to advance to a permanent position of trust through the recognition of merit.

(F) PRISONERS' AID SOCIETIES

In most of our states there is a Prisoners' Aid Society whose chief function is the assistance of discharged prisoners. Some of these societies are quite active while the work of others is comparatively unimportant. Some of the more active and influential societies offer a good opportunity to a man who wishes to devote himself to the task of aiding discharged prisoners to take their places as responsible members of a community.

VI. THE DEFECTIVE

The principal defective classes in the community are the blind, the deaf and dumb, the insane, the mentally deficient, and the epileptic. There are in many of the states organizations which deal with these classes in the community, but from their very nature a considerable proportion of the work is done in institutions. In the hospitals for the insane and epileptic a considerable share of the work is medical in its nature, and in charge of these institutions is usually found a superintendent who is a graduate of a medical school and has later specialized in this department. Under him are one or more physicians and then a considerable number of nurses or attendants. One who hopes to become the head of such an institution should first graduate from a medical school and later specialize in this particular type of disease.

In schools for the feeble-minded the hope of ultimate recovery does not exist. A large proportion of the inmates can never be released and the most that can be expected of any of them is to do routine work in some place

where they can be carefully safeguarded and efficiently supervised. Medical education is to be recommended to any who hope to become in charge of such an institution.

In the case of the blind and deaf and dumb the situation is slightly different. Institutions for these two groups are primarily educational. The attempt is made to graduate patients who can become self-supporting. What applies to one of these groups applies with nearly equal force to the other. That work in institutions for these two groups may be considered as a form of social service is evident from a statement which was recently issued by Gallaudet College in Washington, D. C.:

"The heads of departments of Sociology are requested to take into consideration the need of workers in the field of education of the deaf. This field covers the whole United States, as every state has a school for deaf children or makes provision for their instruction in a near-by school. There are also many private schools and day schools in existence.

"There are some fourteen thousand deaf children under instruction and about fourteen hundred teachers employed.

"The grade of work done in the state schools for the deaf starts with the most elementary and goes up into the lower high school course. There is also first-class industrial work conducted in nearly all of the large schools.

"Salaries of teachers vary from six hundred dollars and living upward. The average salary of men teachers is in the neighborhood of fifteen hundred to two thousand dollars.

"What is most needed in this special profession at the present time is young men of good collegiate training and executive ability. To such young men attractive positions are open which should lead in course of time to executive positions as heads of education departments of residential institutions where salaries generally include living and from twenty-five hundred to three thousand dollars cash compensation.

"The work of educating the deaf is a special one requiring training along unusual lines. Normal fellowships in the advanced department of the Columbia Institution for the Deaf,

known as Gallaudet College, are open each year for a limited number of young men who are just graduating from college. These fellowships are valued at five hundred dollars, including living, tuition, etc. They lead to a further collegiate degree, and the graduates have no difficulty in obtaining positions.

"The work of educating the deaf has been highly developed in the past century and is one of the most necessary parts of our educational undertakings. I hope that classes in sociology may have their attention called to this field and that we shall be able to recruit the ranks of our profession from earnest young men who are willing to do a necessary and helpful task as their life work."

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Neutralizing agent: Magnesium Oxide
Treatment Date: Sept. 2005

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